

THE SCHOOL JOURNAL

ELIZABETH, N. J.

A. S. BURDETT & CO.

11-15 EAST 24TH ST.
NEW YORK CITY

Entered as Second Class Matter at the Post Office, at Elizabeth, N. J.—Published weekly, except first two weeks in August.

Vol. LXXV., No. 6.

AUGUST 24, 1907.

\$2.50 A YEAR
SIX CENTS A COPY

Just Published

HAMILTON'S ARITHMETICS

Primary, \$0.35. Intermediate, \$0.40. School, \$0.45

THIS new three-book series has a two-fold aim: First, to give the pupil mathematical skill; second, to give him mathematical power. To these ends attention is invited to the following:

1. The prominence given to drill intended to give skill.
2. The "Study of Problems" intended to give mathematical power.
3. The plan which provides an easy treatment of each subject before the complete treatment.
4. The easy steps in gradation.
5. The emphasis given to business arithmetic.
6. The abundance of exercises for oral drill.

The two treatments of topics, the number and variety of problems, the systematic reviews and the easy steps in the gradation of the work will meet with the approval of all teachers.

American Book Company

New York Cincinnati Chicago Boston

Just Published

THE RECITATION

By SAMUEL HAMILTON, Ph. D., Supt. of Schools
of Allegheny Co., Pa.

Vol. V. in Lippincott's Educational Series

The volume will be of great assistance to young teachers in the study of the practical phases of school work, and will also be very helpful to older teachers who have not yet reached the point of perfection.

The author is sound in theory, simple in treatment, clear and concise in presentation, brief and pointed in discussion, and withal, practical and helpful.

Cloth, \$1.25

Just Published

CULLER'S TEXT-BOOK OF PHYSICS

Written with special reference to the needs of pupils in High Schools and Academies. A first class work in every particular.

*Every School-Room should have
a New Lippincott's Gazetteer*

J. B. LIPPINCOTT CO.

PHILADELPHIA

THE LATEST!

THE NEWEST!

THE BEST!

GUIDE BOOKS TO ENGLISH

BY CHARLES B. GILBERT AND ADA VAN STONE HARRIS

A series of language texts on entirely new lines—practical, suggestive, inspiring.

Consistently inductive in method; all instruction is developed through the child's experience in observation, organization and expression.

Guides to language, to grammar, and to a knowledge and appreciation of the best literature.

Book One,	=	=	=	45c
Book Two,	=	=	=	60c

*One or both of these Texts have just been adopted in Washington, Boston, New Haven, Chelsea,
Salt Lake City and Boise.*

For further information regarding these and other significant texts, address

SILVER, BURDETT & COMPANY

NEW YORK

BOSTON

CHICAGO

Teachers' Agencies.

THE BREWER TEACHERS' AGENCY
ESTABLISHED 22 YEARS
POSITIONS FILLED, 7,500
1302 AUDITORIUM BUILDING
CHICAGO

Kellogg's Agency

AN AGENCY THAT RECOMMENDS
of vacancies and tells you about them and recommends you that is more. Ours
The School Bulletin Agency, C. W. Bardeen, Syracuse, N. Y.

31 Union Sq., New York

Eighteenth year, same manager. Supplies superior teachers for all kinds of positions all year 'round. Quick, efficient service. Write or telegraph.

The Albert Teachers' Agency

C. J. Albert, Manager

Large clientele, result of twenty-two years' experience. Positions filled in 28 State Universities, in 90 per cent. of all the Colleges, 300 in State Normal Schools, over 5000 in secondary and public schools. Get in line now for September vacancies. Year Book free.

B. F. CLARK CHICAGO, 17 E. VAN BUREN ST 17TH YEAR
THE CLARK TEACHERS' AGENCIES
NEW YORK, 156 FIFTH AVE. BOISE, IDAHO

THE FISK TEACHERS' AGENCIES

New York, 156 Fifth Avenue
Washington, 1506 Penn. Ave.
Chicago, 203 Michigan Ave.

Minneapolis, 414 Century Bldg.
Denver, 408 Cooper Building
Spokane, 313 Rookery Block

4 Ashburton Place
Boston : Mass.
Portland, Ore., 1200 Williams Ave.
Berkeley, Cal., 415 Studio Bldg.
Los Angeles, 228 Douglas Bldg.

SCHERMERHORN
TEACHERS' AGENCY Tel. 3688 Madison Square

Oldest and best
known in United States
Established 1855

ALBANY TEACHERS' AGENCY

Has good positions for good teachers with good records
Send for circulars HARLAN P. FRENCH, 81 Chapel St., Albany, N. Y.

FISHER TEACHERS' AGENCY
A. G. FISHER, Prop. 120 Tremont St., Boston, Mass.

CALIFORNIA TEACHERS' AGENCY
One Fee for Two Offices
LOS ANGELES BERKELEY
The Great Agency of the West. Established 1889. Normal and College graduates wanted

TRANSLATIONS

Interlinear

HAMILTON, LOCKE and CLARK'S

Good Type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50 postpaid. Send for sample pages.

Catalogue Free
Send for one DAVID MCKAY, Publisher, 610 S. Washington Sq., Phila.

Literal

THE BEST TRANSLATIONS

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket. Price, postpaid, 50 cents each.

ESPERANTO,
ESPERANTO IN TWENTY LESSONS. PRICE 50 CENTS

"What a pleasure to study a language which contains not one irregular verb. Based as it is upon the common elements of English, French, Spanish and Italian, naturally its vocabulary will be grasped by members of those races as well as by all others who are familiar with Latin" a comprehensive work. *The Evening Wisconsin.*

A. S. BARNES & COMPANY,

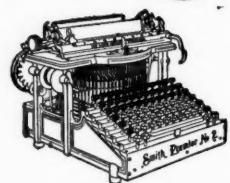
NEW YORK

Pears'

My grandmother used Pears' Soap; perhaps yours did, too. We owe them gratitude for that.

Use Pears' for the children; they soon acquire the habit.

Established in 1789.



Subtract the time required to move a lever from the time required to take off a typewriter ribbon and put on another, and you have the saving offered by

The New Tri-Chrome Smith Premier Typewriter

It writes purple, red, or non-fading black according to the nature of the work to be done. Every student who is learning typewriting should appreciate the value of this new model.

The Smith Premier Typewriter Company

Home Office and Factory
Syracuse, N. Y., U. S. A.

Send for Catalog

WILLIAM R. JENKINS CO.

501-505 SIXTH AVE., NEW YORK
N. W. Cor. 48th St. No Branch Stores

FRENCH
and other foreign
BOOKS

We publish the *Bercy*,
Du Croquet, *Sauveur*
and other well-known
methods.

WE ARE MORE THAN PLEASED WITH THEM

This
was
said of

ESTERBROOK'S PENS

SLANT, MODIFIED SLANT, VERTICAL

Ask Stationer

THE SPECIAL REASON, THEIR EASY WRITING QUALITIES

THE ESTERBROOK STEEL PEN MFG. CO. 26 JOHN STREET, NEW YORK
WORKS: CAMDEN, N. J.



THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending August 24, 1907

No. 6

OSSIAN LANG, Editor.

Copyright, 1907, A. S. Barnes & Co.

New Problems.

Each Day Gives Birth to New Educational Problems.

Immigration presents many serious educational problems. Conditions are constantly changing. In the past the immigrant came into an apparently settled social state and up against a practically fixed social creed. To become Americanized meant simply to adapt himself to America as he found it. The schools working in harmony, consciously or unconsciously, with the spirit of the country, gave no special heed to the peculiarities of the immigrant. They simply set up a standard of achievement supposed to be satisfactory to all alike. The schools represented merely "an opportunity" to become Americanized.

We used to talk about "the oppressed of all nations" coming to our shores. As a matter of fact, the people who came to us in the past were largely those whose hearts beat in unison with American ideals before they ever got here, and by race and religion were well prepared for assimilation.

Conditions have changed, radically changed. The immigrant of to-day is largely of a stamp of mind that does not lend itself readily to "Americanization." He has racial characteristics and social and religious views that are too deeply rooted in his soul for him to yield up without a struggle. A conflict results in which he seeks to adapt his new environment to himself. He attacks the usages that offend, and the institutions that do not agree with his notions of freedom. He is encouraged in his hostile attitude by the prevailing unrest in social and industrial affairs. Almost everything that is, is being questioned. Moral questions that were generally believed to be settled by eternal law are under fire. Why should the immigrant submit himself to a civilization that, so far as he can see, is crumbling away? New problems have developed for the schools. A state of social unrest is not necessarily an evil. In fact, it is well that society should periodically examine its foundations and keep itself in tune with the progress of human understanding.

There is no danger that this unrest will become a permanent condition. Humanity tends toward peace. The children of men want to be happy, and they know that instability and happiness cannot be co-existent. They are looking for a leader who will point the way to a new promised land. There is no such leader at the present time. We have demagogues in plenty, and a few who might almost be real leaders if they could but hold the universal confidence—either in their motives or their good judgment—so essential to the winning of the public mind.

There is grave danger in this lack of a leader who will harmonize the warring elements and restore an equilibrium of what might be called Americanism. In the struggle to solve something there may be a rallying of people around standards that establish class division. By proposing a solution satisfactory to the desires of an aggressive majority at the expense of the other millions who are ruth-

lessly trodden under foot, a demagogue may come forward and establish himself as a dictator for a time. Not for long, for the sober second-sense of the people is rooted in the spirit of justice. A solution that disregards the reality of human brotherhood in the world will never be permitted to stand for any length of time.

THE SCHOOL JOURNAL has long realized the seriousness of the situation, and has frequently discussed the problems that concern more directly the schools of our country. Some time ago there was pointed out in these columns the pathetic struggle of especially the adult Russian Jew to comprehend American ideals and usages, and bring himself into harmony with them. It was shown how children were estranged from their parents by their ready ability to become assimilated to their environment. An attempt was made to point out, particularly, that an estrangement between parents and children is a most serious danger to humanity, and that, accordingly, the common school must seek by every means in its power to keep alive—at any rate, not to destroy—the spirit of unity in the home. The social center idea advocated here for some years was intended to supply a solution. The underlying ideals of that plan certainly touch almost every educational interest of the home and of the body politic.

That the conditions as presented in these pages were not exaggerated has been shown by the recent testimony of Dr. David Blaustein, who was for several years the director of the Educational Alliance of New York City, a sort of educational settlement for the Jews of the East Side Ghetto, that is doing a magnificent work. In an address delivered by him before the School of Philanthropy, he described some of the difficulties surrounding the immigrant upon his arrival in America, and the disappointments that awaited him in his new environment. No one is better qualified to picture these facts as they are found in New York City than Dr. Blaustein. He spoke particularly of the gulf between parents and children that was caused by the rapid assimilation of the children by the local environment.

The common school is to blame for what it has failed to do for the preservation of the unity of parents and children. It can do much in this direction. Failure to do this spells culpable neglect.

Quite a number of teachers realize the educational significance of the changes in the social life of the people. Conventions, lectures, books, and periodicals dealing with these questions are eagerly supported by these thoughtful ones. It is to them that we must look for the working out of the newer problems. Are they equal to the task? They certainly do not lack the seriousness of purpose or the enthusiasm. But their number is small, distressingly small.

For many teachers the school problems were settled long ago. They have worked them-

selves into a snug rut where the sun will not smite them by day nor the moon by night. The looking about for changes and the listening to the new demands is supposed to be the business of the principals who, in turn, look to the man higher up for suggestions and direction. And the man higher up not infrequently measures the success of his work by the number of votes he controls in the local Board of Education.

A perfect system is merely a lifeless machine, not necessarily conducive to the preservation of the best. The priests, at the time of the great prophets in Israel scorned the idea that a richer religious life was needed. They pointed to the perfect clockwork of the Temple rituals, the thousands upon thousands of shekels spent on burnt offerings, the many prayers offered up daily, and the many hours given to the reading of the law, as evidences of the abundance of "religion." Just so the educational high-priests, middle-priests, and under-priests have pointed to the magnificent buildings, elaborate courses of study, and long lists of supervisors and longer lists of daily, weekly, and monthly reports, on all sorts of things, as *prima facie* evidence of great educational activity.

Even some of the best things, the vacation schools, the evening play centers, and the kindergartens may be turned into dreary machines, or gilded prisons.

What spirit are you of? That is the great question. Are ye searching for truth, searching without ceasing, searching how on each new day ye may serve humanity better than on the preceding day?

I have talked to principals; aye, and to principals of normal schools, who have intrusted to their hands the training of the teachers to be, who said they had "no time" to read educational papers. And such people go out to address institutes and teachers' meetings, drawing from the stagnant pools of their inner consciousness the stones and dead things that have dropped in accidentally or that maybe represent sad remnants of an active past. "No time" to take in anything—just time to give out. Poor prisoners of routine. But why should we pity them? They are thieves stealing from their pupils the opportunities for developing into educational leaders of the young.

If the men and women in prominent positions do not struggle for better solutions for the problems of humanity, where shall we turn for comfort? Our hope is in the thousands that have not settled down in bowers of ease, but who are ever alert for things that will make them more efficient to do the work of education. They are thousands. The letters from subscribers to the educational periodicals edited from this office alone, must convince even the most skeptical of this fact. It is to these searchers for better things that the country can confidently look for wise handling of the new social questions that have arisen. Let them be accorded the appreciation that is their just due; let them be afforded encouragement; let them be given the places of direction. Put live men in the places of the *moribund*, and put the latter where they must rally their vital elements or permit themselves to be buried.

What spirit are you of? Are ye searching for truth, searching without ceasing, searching how on each new day ye may serve humanity better than on the preceding day? Each new day gives birth to new problems.

Declarations of Principles.

The next N. E. A. Committee on "Declaration of Principles" might borrow a look at the platform adopted by the Summer School of the South, at Knoxville, Tenn., to avoid making such a mess of

it as the Committee of 1907 did. If there is to be a "Declaration of Principles," let that represent the highest eminence reached during the year in the interpretation of the thoughts that should be pre-eminent in the government of the work of American education. Now here is what the teachers of Knoxville said,

The essential idea of democracy is opportunity, made universal to every man, to live the life of the highest meaning to himself and the largest service to humanity.

The education of all the people into the highest degree of efficiency is the supreme duty of democracy.

What the world is really after is betterment. The educator is to help bring this about. This means that there must be a right interpretation of human betterment and persistent seriousness of determination to bring it about. It is well to know how Pestalozzi and Herbart and other leaders defined education, so as to understand what conceptions have already been held, and why they were superseded. Each generation of educators must rise to a higher plane of outlook than its predecessors occupied. There is no use of a N. E. A. "Declaration of Principles" if it is not up to date.

Canadian Child Labor.

Consul-General Church Howe, of Montreal, reports that some important changes in the provincial laws relating to the inspection of factories were recently made, of which he says:

"The most important of these is one referring to the employment of boys and girls in factories, and is undoubtedly a step toward compulsory education in the Province of Quebec. The clause reads as follows:

Every child and young girl, less than sixteen years of age, employed in an industrial establishment and not able to read and write shall, so long as he or she continues to be so employed or until he or she is able to read and write, continuously attend a night school within the municipality where he or she resides, if there be one there; and no employer shall receive a child or young girl into his establishment without ascertaining that such child or young girl can read or write, or (as the case may be) without a certificate from the principal or other teacher in charge of such night school that such child or young girl is attending the same. Such certificate shall be kept in the establishment and shall be shown to the inspector whenever so required by him.

"A further regulation that has just come into effect is that in future no children under the age of fourteen shall be employed in factories. The age previously fixed was thirteen years. A movement will be made at the next session of the Legislature to prevent children from working for more than ten hours a day in factories, in order to make up for the half holiday on Saturday; in other words, the hours of employment for children to be fifty-four a week instead of sixty, as at present."

With Mrs. Hill at the head of the committee of school gardens in Washington, the good work begun in that city ought to show splendid developments.

The Legislature of Wisconsin has won laurels for the State by an authorization of the establishment of trade schools. Milwaukee has already taken over a school of this kind which was formerly managed under private auspices. Racine, La Crosse, and Oshkosh are seriously considering the speedy establishment of similar schools under the new law. Wisconsin is in the lead.

German Universities.

STUDY OF LAW INCREASES WHILE THAT OF THEOLOGY DECREASES.

According to Consul-General T. St. John Gaffney, of Dresden, during the winter 1906-7 the twenty-one universities of Germany were attended by 45,136 students, of whom 254 were females. He gives the following details:

"The increase over the corresponding term of last year is 2,740 students. In addition to these numbers, 5,509 persons availed themselves of the privilege of listening to lectures without matriculating as members. Of this class 2,105 are women. It is therefore plain that only a small proportion of the female students have matriculated and that the greater number study as visitors.

"As regards the various courses, the figures give the total number of Protestant students of theology as 2,208 and of Catholic, 1,708. The number of students of law is given as 12,146, of medicine, 7,098; of philosophy, history, and languages, 10,985, and of mathematics and natural sciences, 6,234. The largest increase of students has taken place in medicine and philology, while there is a continued scarcity of Protestant theological students. The best attended university is that of Berlin, with 8,188 students; next to this comes Munich, with 5,567; Leipzig, with 4,466; Bonn, with 2,992; Halle, with 2,250, and then Breslau, Gottingen, Freiburg, Strassburg, and Heidelberg. The two last have improved their position in the tabulated list of attendances, whereas Tubingen, Geissen, and Erlangen, which are favorite universities in summer, take lower places in the list than formerly."

Make the Pay Right.

The *Republic*, of Cedar Rapids, Iowa, speaks thus of the difficulty of securing teachers for next year.

Those who are in charge of the Iowa schools are apprehensive about next fall. Teachers are refusing to sign for next year at the prevalent wages. In Burlington the teachers have held a meeting to that effect. In Des Moines the department of instruction has information about critical situations in many countries. The teachers have no organization that is State-wide, but they seem to have some well defined opinions on the subject. They say, everywhere, that they want to make at least as much as farm hands, whose board and keeping is provided for them.

This comment of the *Republic* might be duplicated from the press of all parts of the country. Why do school authorities wait to be forced to grant reasonable salaries? Why not gain the willing and hearty co-operation of teachers by taking the first step in placing teachers' wages upon a fair basis? A change in the spirit and work of schools where this has been tried is noticeable. It is worth trying.

Honor Diplomas.

A plan in use in Northampton, Mass., for making public recognition of pupils whose work is above the average, is worth trying in high schools elsewhere. Supt. Fayette K. Congdon thus explains the method, in his report published a short time since:

For the purpose of encouraging all high school pupils to attain a high grade of scholarship and to give an opportunity for the education department

to make public recognition of the attainments of those whose work is above the average, the following system of graded diplomas has been introduced. The lowest grade shows simply that the pupil has completed the course of study required for graduation without any qualifying expression. The second grade diploma bears the words "With Honor," and is given to those who gain an average of from eighty-five to ninety per cent. during their course. The third grade diploma bears the words "With High Honor," and is given to those who gain an average of from ninety to ninety-five per cent. for the four years. The highest grade bears the words "With Highest Honor," and is given to those whose average for the course is ninety-five per cent. or higher. In the nature of the case, this diploma will be issued seldom, if ever. That this action is in line with present day progress in school work is indicated by the words of a prominent educational writer who, in summarizing the work of the year in Europe and America, says that "credit for quality as well as quantity of work in colleges and universities" is one of the four or five important topics to occupy the attention or school men this year.

Chinese Civil-Service School.

Consul-General James W. Ragsdale transmits the following report from a Chinese newspaper on a proposed school for officials in Tientsin:

"Viceroy Yuan is going to establish a K'ao-lien Chu (examination hall) inside his yamen in the city of Tientsin for the education of Chinese officials for Government appointments in North China. The proposed hall will be divided into five departments, namely: Experience and education; writing Chinese compositions upon modern subjects; moral conduct; foreign and Chinese law, and speaking and writing. The object of the viceroy is to prevent ignorant, uneducated officials from getting appointments in Chihli. Both civil and military officials will be admitted into the hall."

Owing to the carelessness of somebody—never mind whose—a portrait of an honored publisher was inserted in the news columns of THE JOURNAL last week as representing the late president Halsey. The portrait published on this page is the one that should have been used.



Pres. R. H. Halsey, of the State Normal School at Oshkosh, Wisconsin, who died recently.

N. E. A. Aftermath.

Some Notes by the Way.

The "inbreeding" which educational speakers so frequently expose as fatal to vitality, is well exemplified by the National Council of Education. If the dust of the dryness is not noticeable it is because there is not enough stir to make it rise. It is as serene a body as an inherited library of the Senate Proceedings and nicely bound memorial volumes. Supt. Carroll G. Pearse, of Milwaukee, has advised one plan for infusing new life blood in the Council. He gave notice that he will present at the next N. E. A. meeting a resolution raising the membership from sixty to one hundred and twenty.

Going thru Arizona on the railway one would never dream that there were to be found in the whole state as many teachers as were enrolled at the convention. To be sure, Arizonians have formed the habit of summering in California, but these were teachers to whom the trip to the coast meant more than a mere vacation jaunt. Superintendent Stillwell, of Phoenix, was elected state director.

Utah turned out two hundred strong.

M. W. Alexander, of Lynn, Mass., said that "the demand for skilled workmen has outgrown the supply." He presented the need of trade schools supported by public taxation.

Pres. Joseph Scott, of the Los Angeles Board of Education, was called upon to address the Department of Art Education. He said he felt like the Irishman whom somebody asked whether he could change a five dollar bill. "No, begorra, no. But I thank you for the compliment."

Mrs. George, of the Los Angeles *Times*, was the only newspaper reporter to appreciate the importance of the alliance of six of the important women's organizations of the United States with the N. E. A. Mrs. Ella F. Young and Miss Ella C. Sullivan, of Chicago, who had the formation of the new department in hand, chose Dr. E. Oram Lyte, of Pennsylvania, who was president of the N. E. A. at the former Los Angeles convention, to carry the petition thru the Board of Directors.

Many were disappointed at the absence of Dr. Gertrude Edmund, of Lowell, Mass. She was expected to speak before a general session of the N. E. A.

Neither the name of the elected nor that of the defeated candidate for the presidency of the Department of Art Education appears in the published list of active members.

The Indian Problems.

Francis E. Leupp appears to be unusually well equipped for his post as United States Commissioner of Indian Affairs. No one could be more thoroly in sympathy with the red man. He has a clear conception of what is the best mode of procedure, and he has the courage of his convictions. His declaration, at Los Angeles, that the non-reservation schools must go, created a considerable excitement.

"If frankness is a fault," said Mr. Leupp, "I must confess it is one of mine, and I must tell you that the non-reservation school is doomed. As fast as it is possible to do so they are to be eliminated, with the possible exception of four or five which may be necessary for some time to come. Their discontinuance shall progress as rapidly as is feasible, notwithstanding strong pressure that will doubtless be brought to bear by communities which exist only because the school is located in their midst.

"The little reservation day school is to become the educational bone and sinew of the service under my administration. What the Indian child wants is rudimentary school education. In the reservation boarding school, right at home, in close touch with his own people, he must be given the industrial training he needs without going to obtain it hundreds of miles away from the country in which he must live.

"As to the rudimentary training in the primary day school, it must be enforced absolutely. Above their ignorant parent's choice or notions, the needs of the child are to be considered. He must learn English—to read, to write, to

figure—that he may be able to protect himself in his dealings with the white men who surround him."

The Indian education problem has interested me for a number of years, and I have watched the results of various plans. The Lord never intended that the children should be "educated away" from their parents. The plan of taking the child many miles from home into practically foreign surroundings, and training him in a civilization that will of necessity estrange him from his kin, is a preposterous cruelty. Our civilization isn't worth the sacrifice. No civilization is. I agree with Mr. Leupp. If the individual is to be uplifted, the family must be. Here is the true unit.

H. B. Brown, Trustee.

On my return from Los Angeles I stopped over at Valparaiso, Indiana, to take a look at the wonderful school developed by Pres. H. B. Brown, about whose election as trustee of the N. E. A. there was so much excitement at the Convention.

Valparaiso is about seventy-five miles east of Chicago, and is a very pleasant little town. Everybody respects Dr. Brown, and speak in the highest terms of his personality and his institution. He is doing a necessary work that appeals to the plain people. The wonderful success he has achieved proves the point. Instead of setting up a program for the admiration of the "Higher Education" professors, he goes directly at conditions as they are, and seeks to meet them in the most sensible way. By careful financial management he has accomplished seemingly impossible things. One hundred and fifty dollars will take a pupil thru a whole year, lodging and board, and all. And a good, wholesome board it is. In addition to this he may obtain a solidly practical education. Pupils without any means are given an opportunity to work their way by waiting at table and rendering other services. While this is a private institution, and thus planned to make money for its owners, the financial consideration is by no means the predominant one. Many a poor boy possessed of more ambition than worldly means has been helped along by the kind-hearted Dr. Brown, who is ever ready to extend a helping hand to deserving young people who are struggling for a more adequate educational equipment. Some time in the near future THE SCHOOL JOURNAL will have a description of the extensive work carried on under the auspices of Valparaiso University.

While I did not favor the election of Dr. Brown as trustee of the N. E. A., believing that the office should go to a man like Mr. Vanderlip, who has had extensive experience in the administration of large trust funds, I am thoroly convinced that no mistake was made when he was chosen. Those who know Dr. Brown personally say that a more honest man never walked this earth, and those whose judgment is worth something, add that he will make a first class trustee. One plain-spoken leader in the field of commercial education, writes: "Brown has a great school, because Brown does some kinds of work better than other schools do it. The N. E. A. is badly in need of a trustee of his cool and sensible financial judgment. He is a particularly safe and appropriate man for the trusteeship. The attitude of those who opposed him was very ill advised."

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE (\$1.00 a year) and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and kept in stock.

A. S. BARNES & CO., PUBLISHERS, 11-15 E. 24th Street,
ELIZABETH, N. J. NEW YORK CITY

THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth, N. J., post office.

Gleanings From Consular Reports.

Information Issued During the Month of August.

Merchant Tonnage of the World.

Consul-General R. J. Wynne, of London, reports that according to statistics just published by Lloyd's Register the merchant fleets of the globe now total 39,438,000 tons, or nearly 2,000,000 more than a year ago. Of this huge total no less than 33,969,000 tons represent steam shipping, and 17,001,000 tons of it is under the British flag. All the principal maritime countries have added to their merchant navies except Spain. The increase in the case of France is nominal.

Effects in Sicily of Emigration to America.

Consul William Henry Bishop, of Palermo, reports that the emigration from Sicily to the United States, which is now taking the bone and sinew of the land, shows an improved character. The compensation for this loss by emigration is that the laboring people who remain receive better wages than they formerly received, so that in some places where only thirty cents per day was the wage rate, seventy-five cents is now paid. Besides the increase in wages, the comfort of working families is much increased by the liberal remittances sent home from emigrant relatives in the United States. The greatest hardship would seem to fall chiefly upon small employers of labor, who cannot secure hands at rates which will leave them living profits. The emigrants leaving Palermo for the United States last year numbered 48,853.

Scarcity of Laborers and Strikes in Argentina.

Mr. A. M. Beauprè, minister to Argentina, reports from Buenos Aires that in consequence of the recent disastrous strike of the engineers and firemen on all railroads in the country, and of the strike now existing of the laborers in the port of Buenos Aires, both of which have been seriously detrimental to the prosperity of the country, the Government has had under consideration certain repressive measures, to be submitted for congressional sanction.

The labor question is one of the most serious problems in Argentina. There has been extraordinary prosperity and development with a small population, and consequent lack of laborers in all branches of industry. To a large extent the land, which has produced much of the wealth, is owned in immense tracts and cultivated by individuals or companies with large capital. There are very few small farmers or cattle raisers. Business and industrial enterprises are conducted on similar lines. During harvest time laborers come from southern Europe in sufficient numbers, but return again at the close of the season. A few remain, of course, but not sufficient to increase the population to the proportions that the development of the country requires. A well-organized strike, then, is a serious matter for employers, for strike breakers and independent laborers are too few to be important factors.

For various reasons, including the phenomenal prosperity of all enterprises in which capital is invested, and the consequent great wealth of a class, living expenses have become enormously high; house rent and the necessities, as well as the luxuries of life, are constantly increasing. This ascending scale of expenditures is one of the prime motives for the unrest and dissatisfaction in the industrial world—that is to say, among laboring classes—resulting in numerous and disastrous strikes, based upon demands for higher wages.

Marvelous Progress in the Canadian Northwest.

Consul-General John G. Foster, of Ottawa, supplies from a recent government census bulletin the following statistics, showing the rapid growth of the Canadian Northwest:

Altho the Northwestern Territory was admitted into and became part of the Dominion of Canada from July 15, 1870, and provision was made for admitting the province of Manitoba on the same date, the first regular census of these parts of the Dominion was not taken until 1881. A special census of Manitoba, taken in 1870, showed it to have in that year a population of 12,228, exclusive of Indians.

In 1881 Manitoba and the territories had a population of 105,681 inclusive of 22,783 Indians. The census of the same year showed an area of 56,971 acres in wheat and production of 1,153,326 bushels wheat, 302,049 bushels barley, and 1,330,220 bushels oats, being for the harvest of 1880.

In 1891 the total population was 219,305, the area in wheat was 1,010,430 acres, of barley 64,972 acres, and of oats 317,848 acres, and the production of wheat was 17,884,629 bushels, of barley 1,667,893 bushels, and of oats 9,998,556 bushels—being for the harvest of 1890. These figures are for areas of territory practically the same as the areas of Manitoba, Saskatchewan, and Alberta—the two last named having attained the status of provinces on September 1, 1905.

Beginning the twentieth century the territory of the three provinces as now constituted had a population (April 1, 1901) of 419,512, and on June 24, 1906, it had 808,863, being an increase in five years of 389,351, as compared with the increase of 200,207 in the ten years 1891-1901 and of 113,624 in the ten years 1881-1891.

The grain crops of the harvest of 1900, which were recorded in the census of 1901, were a comparative failure, owing to a period of unusual drought during the growing season. But, as evidence of the agricultural growth of the three provinces, it can be stated that the area in wheat was 2,495,466 acres, in barley 162,557 acres, and in oats 833,390 acres. The aggregate yield of the three kinds of grain in the year was 43,000,000 bushels.

The whole area in wheat, barley, and oats increased from 3,491,413 acres in 1900 to 6,025,190 acres in 1905 and to 7,915,611 acres in 1906, and the yield of the three crops increased from 43,252,664 bushels in 1900 (which was a bad harvest year) to 152,244,929 bushels in 1905 and to 240,459,068 bushels in 1906. The number of farms increased from 31,815 in 1891 to 54,625 in 1901 and to 120,439 in 1906.

Artistic Hand Weaving by Cripples.

Consul Albert Halstead reports that a number of charitable people in Birmingham, England, about five years ago started a small hand-loom factory to provide a useful and remunerative employment for crippled girls. Many of the delicate fabrics are artistically hand-woven in silk, serge, and flax, and the results are most attractive. The product of the factory, which is also a school in hand-weaving, is acquiring a reputation for artistic merit and quality, and the enterprise is now paying its way. It seems to the consul as if this Birmingham charity should be of interest to people in the United States who desire to help in making cripples self-supporting and at the same time in procuring textiles of an attractive kind.

Expansion of Germany.

CONTINUED PROSPEROUS CONDITIONS COMMERCIALELY AND INDUSTRIALLY.

The London *Financial Times* publishes the following summary of the annual report on the foreign trade of the German Empire by the British consul-general at Berlin.

Much has been written of late about the prosperity of the United States, but it may be doubted whether even in that marvelous country the conditions of economic life have shown a more exuberant vitality than has prevailed of late in Germany. We have before us the annual report of Consul-General Schwabach on the trade of the Fatherland for 1906, which was published on May 28. It is a picture of intense activity. The year, in fact, has proved the high-water mark so far of the country's economic development. The quantities of goods placed on the home and the foreign market by German factories reached record figures. Enlargements of factories, which drained the resources of the money market, were still barely sufficient to cope with the demand. Work people, both native and foreign, were fully employed, and in some industries there was even a shortage. As in America, railway rolling stock proved insufficient to cope with the growing needs of trade. Even agriculture shared in the general prosperity, and one of the best features of last year's business was the continued expansion of the home market.

Taking iron and ironware as a typical example, we find that, whereas the exports only advanced by 9.44 per cent. last year, the imports increased by 114 per cent. Again, the home consumption of pig iron amounted in 1906 to 8,208,000 metric tons (metric ton — 2,204.6 pounds), an advance of not far from a million tons as against 1905. On the other hand, the output of 12,478,000 metric tons shows an advance of over one and a half millions. Turning to the railway returns, we find the total receipts of the system amounting to over \$520,715,000 in 1906, of which \$363,000,000 was derived from goods and \$157,715,000 from passengers. As compared with 1905, the increase in the total gross receipts is close upon \$50,000,000, of which over \$35,000,000 was from freight.

A few figures will serve to emphasize the striking nature of last year's progress. The new joint stock companies floated in 1906 totaled 212, with a capital of over \$117,000,000, comparing with 198, with a capital of under \$100,000,000, in 1905, and with 104 companies having a capital of only \$36,000,000 in 1904. The Prussian savings banks showed the great increase of \$131,000,000 in deposits in 1905 to a total of \$2,020,000,000, and no doubt the returns for last year, which are not yet available, will exhibit a further expansion. But perhaps, the growth of Germany's wealth is best demonstrated by the income-tax returns. These show that in 1900 the number of persons liable to income tax was 3,380,000, and the total income assessable was \$2,007,134,000. Last year the number was 4,675,000 and the assessable total \$2,609,889,000. The increase last year was about seven per cent. as against 1905 on the amount of income taxable, but since 1892 the advance has been no less than eighty per cent.!

The returns of the foreign trade and of the railway traffics bear further and indisputable testimony to the national expansion.

Concerning the commercial treaties the British consul-general's report says:

"The new commercial treaties have given rise to many anxious fears among those interested, and these forebodings have been echoed in the German press. If these pessimistic prognostications have not as yet been verified, they have by no means been proved to be unwarranted. The period during which these treaties have been in force is still far too short to judge of their effect; moreover, the

unusually favorable condition of international commerce secured markets to German trade of which it would, without doubt, have been deprived in times of less industrial prosperity. In spite of all the impetus given to trade by the prevalent international activity, complaints have been made in various industrial branches to the effect that under the régime of the new commercial policy the profits on their exports are diminishing."

A rise in the cost of the necessities of life is another untoward effect of the new tariff. Nevertheless, in spite of all hindrances, the fact remains that 1906 was a record year for German trade and industry, and the Empire was never more palpitating with energy and vitality than it is to-day.

Published Gifts of Mrs. Russell Sage

SINCE THE DEATH OF MR. SAGE.

1906.			
July.	26 gifts of \$25,000 each to relations of Mr. Sage, doubling his bequests.....	650,000	
Oct.	School Building Fund, Sag Harbor, Long Island.....	50,000	
Dec.	New York University, Schwab Estate, fifteen acres.....	300,000	
	223 gifts of \$5 each to employees of Park Department.....	1,115	
1907.			
Feb.	Rensselaer Polytechnic Institute, Troy, N. Y.	1,000,000	
	Emma Willard School, Troy, N. Y.	1,000,000	
March.	Methodist Episcopal Church Building Fund, Lawrence, Long Island.....	1,000	
	Sage Foundation for Improvement of Social Conditions...	10,000,00	
	American Seaman's Friend Society, New York.....	150,000	
	Syrian Protestant College, Beirut, Syria.....	75,000	
	Young Men's Christian Association, International Committee....	350,000	
	School Building Fund, Sag Harbor, additional.....	50,000	
May.	Young Men's Christian Association, Naval Branch, Brooklyn.....	200,000	
	Total.....	\$13,827,115	

Millions of Trees Wanted.

The Pittsburgh Chamber of Commerce has started a movement to have the city, State, and national government take up the task of relieving Western Pennsylvania of the annual floods from the rivers. It is thought that relief from these freshets can be obtained by planting trees on the watersheds at the headwaters.

The plan is to rear immense forests. These will absorb great quantities of moisture and prevent sudden thaws of great areas of snow.

Millions of dollars will be required. Even then little good can be accomplished for fifteen years. The experts say that at least 2,000,000,000 trees must be planted.

The combined basins of the Monongahela and Alleghany Rivers cover nearly 20,000 square miles.

Educational Opinion.

Extracts from the public utterances of Educators.

The Word Made Flesh.

We have, with all our searchings in pedagogy, found no device of human training that finally takes the place of the warm life of the teacher, nothing that can replace it, or be in any wise commensurate with it. We can safely reaffirm our old faith in the old educational doctrine of "the Word made flesh," and adopt the fullness of the proclamation, "An evil and adulterous generation seeketh after a sign, and there shall no sign be given to it," but the sign of the teacher and his living personality. If there is any mystery in education, it is the one lone mystery of the inspiring and converting power of personality.

The Real University.

What is a university, and where is it? Do not confuse it with its external symbols. The real university is spiritual. The buildings are the body in which it dwells. The reality, however, is not a thing of the senses. It is a thing of the spirit. Just as life and soul are not tangible or visible things, so it is with a university. Nor is a university merely a collection of abstract spiritual essences. These have value only as they are personally embodied. A university has a sort of personality. Like an individual, each university has a character of its own. It gathers to itself many elements of strength. Each has its own physiognomy. The soul of each university, if one may use that expression, is as different from the soul of every other university as the campus and the buildings are each different. Their characters are each different. Their aims and purposes, however much alike, are very different. Their environments are different. The spirit that inspires their student bodies are different. Each university goes on its own way manifesting its inner life in many ways. It stalks abroad thru the land, uttering prophecies of truth or muttering lies. Having a personality, it has character. It is good or bad. It blesses or curses those who come under its influence. It is an ally of the truth and right, or an enemy of both.

LINCOLN HULLEY,
President of Stetson University, Florida.

Common Sense in Common Schools.

For one thing, the trouble with our common schools is that they are not *common enough*. Of late the educational atmosphere has been clamorous with the cry: 'Democratize the common schools!' While I may differ in my definition of the phrase from those who use it most, I am heartily in accord with the doctrine itself, as I understand it. To me this phrase means making the common schools more common; bringing them closer to the common people, adapting them more practically to the needs of the great body of pupils; bringing them into truer range with the life-work of the average boy and girl educated in them.

I cannot escape the conviction that there is too much of a tendency, so far as our common schools are concerned, to educate the mass of our boys out of touch with their social and vocational needs—too much of a tendency to make prigs of them and to give them a dislike for any calling which will not allow them to wear nice clothes and keep their hands unsoiled. All honor to the boy who feels that he is called by his own natural gifts to do what his condition in life fits him for.

The educational system which stimulates the boy to rise above his environment and go higher in the vocational and social scale is a good system so long as it actually accomplishes this result in a fair percentage of cases; but it is not desirable when it achieves this at the cost of making a high percentage of educational misfits in order to elevate a few into the intellectual or professional pursuits.

For one, I have no hesitation in urging that the men who make the curriculums of our public schools put the emphasis on the elemental and the vocational studies because a majority of the pupils cannot hope to enter professional life, and should, therefore, be trained by the shortest and most direct cut to fit themselves for the life of labor in shops, stores, and offices.

[SUPT. E. G. COOLEY, of Chicago, in the *Saturday Evening Post*.]

The New School.

Theologians and philosophers agree that the business of life is *self-realization*,—the fullest development of one's highest possibilities. Man reaches his fullest development only in doing. He comes to this doing by thinking, feeling, and willing. Behind the willing are always the thinking and feeling. These two are well bound together, and depend upon the experiences of ourselves and others. We are able to understand the experiences of others only thru our own, so that all education must really have for its basis *personal experience*. Personal experiences are with things and with persons. The first years of a child's life are spent in gaining experiences from many things and a few persons. The old school too often disregarded all this, and substituted the experience and thoughts of the teacher for those of the children, imposing on young lives the thoughts and feelings of maturity. The new school makes much of the former experiences of the children, builds upon them, and strives to have them continue in a natural way.

W. A. BALDWIN,
Principal, Massachusetts State Normal School
at Hyannis.

Here is a thought from a talk by Jasper N. Wilkinson that is worth keeping: "Teaching is the highest function of the human being and the conscious giving of instruction is the activity that most distinguishes man from the other animals. He who creates and stimulates a desire for knowledge and places that knowledge in the reach of the seeker is doing the very best service of a teacher." The intention is to magnify the office of the trained librarian. Wilkinson added that "the Wisconsin plan of employing a man to furnish members of the legislature all that is in print on a subject under discussion, illustrates the librarian's teaching function."

"The use of the public library as an aid to the schools is a comparatively new idea, and neither school nor library can be immediately and everywhere adjusted to the new relation. The library should exercise considerable influence in directing the reading of its patrons, especially the children, into the best channels. But still more directly may the librarian aid the teacher."—WALTER A. EDWARDS, California.

"No life ever reaches its upward limit of usefulness unless early in its growth some well-defined work suited to that life is marked out."—J. STANLEY BROWN, Illinois.

The Crater of a Volcano During an Earthquake.

Described from Personal Observation.

By JOHN CRAWFORD, New York.

Why persons who evidently were not trying to deceive, but who believed that they were relating facts, would persist in making misstatements about what they saw and heard during earthquakes, and these persons whose declarations could be relied on about other things, even about the quantity of gold they had panned out in a stated time, or the number and size of fish they caught during a fishing outing, had long been an unsolved problem to me. And another problem to me was why writers about volcanoes and earthquakes have omitted to mention that the waves of force that cause destruction when arriving at the surface of the earth, are rapidly weakened and become comparatively harmless a few feet above the earth's surface, or when passing thru a tunnel, shaft, or chamber located at one hundred feet or more beneath the earth's surface.

Much light on those problems was given to me unexpectedly, during a long earthquake of much force, when my party and myself were on the margin of a crescent-shaped lake of water, at a depth of about two hundred feet in a volcano's crater. My expectation was to observe the phenomena of an earthquake passing while we were far beneath the surrounding surface of the earth. Some of my party at first objected to making the descent, but on hearing that a family, or a man, sometimes lived at the bottom of the crater, and that the bathing was excellent, and that probably we could make descent, bathe, and ascend without being disturbed by a severe earthquake, the objectors agreed to go with me, altho the Spanish-American professor had declared that "it was necessary for him to return that day to the city on business of much importance," and my photographer friend had informed our acquaintance from Philadelphia that altho he was not frightened, he would prefer, just that day, to be a baby and suck his thumb. He could see and hear much more above ground than he thought to be of benefit to his morals, but to go far down toward the origin of earthquake forces was provoking danger by attempting to search out things that had purposely been hid from us at thirty or more miles beneath the surface of the earth.

We found the winding pathway by which the descent to the lake was made, as it wound along the margin or near to the margin of deep ravines to be obstructed at several places by earth that had been loosed from the inner wall of the crater and caused to slide down on the path by earthquakes, and we spent much time in removing enough of that dirt to open a pathway for ourselves and our mules. We experienced four earthquakes, each of moderate, shaking waves, before arriving at the grassy and tree-covered plateau in front of the crescent-shaped lake at the bottom of the crater.

The lake was about three-quarters of a mile long and twelve hundred feet wide. Its water was clear but salty. Its depth at one place was over one hundred feet, at some places unfathomed, tho generally the water was from ten to thirty feet deep. One side was bounded by the steep, almost precipitous walls of the crater. The other side was a plateau, of gradual elevation from the lake for about five hundred yards, then a more rapid and difficult ascent to the rim of the crater at the surface of the surrounding country. From several places of the wall that bounded the lake's convex side, and at distances of fifty to seventy feet above the surface of the lake, were springs of water that poured out from between strata of rocks and bounded from projections of rock or from beds of

long moss or ferns that grew on projecting rocks, until the spray glittered and sparkled in the sunlight as it descended into the lake. During quiet times the view of the lake, its surroundings within the crater, and the upward outlook along the crater's walls, was very attractive, pleasant, and beautiful.

The mules were unsaddled and unpacked, and tied by long vines to small trees, where they could get an abundance of grass. We ate lunch and rested for about an hour, then the party enjoyed a bath and swim in the lake. Then the guides went to sleep in the shade. The two professors (Spanish and Spanish-American) continued to rest in shallow water under the shade of a large tamarind tree. The two Americans swam with me across the lake to gather some moss and ferns of great length and beauty that grew beside a spring whose waters rushed out from between rocks at an elevation above the surface of the lake about sixty feet. The flowing and falling waters of the spring were four or five feet wide, and its spray widened out, fan-shaped, until ten or twelve feet wide, as it sparkled from the beds of ferns near the surface of the lake.

I was seated on a knoll of grass near the margin of the lake, sometimes dipping my feet into its waters, writing my notes, sometimes ceasing to write to admire the attractiveness and natural beauty in front of and surrounding me. Suddenly clouds hid the sun until a dim twilight enveloped us. The atmosphere became oppressively heavy and warm and the early movements of a severe earthquake were felt. The portentous sounds, like gratings and groanings, came rushing up to us, of earth stratum crushing against stratum at depths far down beneath us. It was all unexpected, and there was not sufficient time between the premonitory warning motions and horrid sounds, and the severe disturbance at the earth's surface, for us to get out of that then darkened, shaking, and jarring crater. The rapid indications of what was hurrying toward us became stronger and stronger, until we were lost in the to-and-fro oscillations and up-and-down joltings of a severe earthquake, all lasting but thirty seconds, altho it appeared much longer.

When I felt and heard the first warnings, I was surprised, but arose to my feet and, collecting my thoughts, noticed that the mules appeared to relax their muscles and wave from side to side like the motion of the trees. The Indian guides hurriedly commenced to climb a tree holding to their beads by one hand. The professors hastened out of the lake, nude, to their clothing, with arms extended at length above their heads, as if attempting to get hold of the dark cloud between us and the sun, and pull themselves up to the earth's surface surrounding the volcano's crater, or pull the cloud from between us and the sun, so that they could see more distinctly. My friends from the United States were thrown from their fern-gathering perch into the lake, and were ducked under water.

I saw that the streams of water that I had but a few moments before admired as they bounded over mosses and ferns, from projections of rock, from the walls of the crater, down to the lake, had spread into a cloud of spray and visible mist that extended nearly over and above me, and apparently the entire lake of water and the surrounding walls of the crater, into whose depths we had come, were rising high above and over us, as if to entomb us there. Then, as the shaking earth appeared to turn from its to-and-fro, into an up-and-down jarring motion, and as the slow moving clouds com-

menced to uncover the face of the sun, I saw, apparently, the brilliancy of the sun's rays straggling in some places thru and reflected in other places from the mist, apparently far above me, and the lake, and the crater's walls; all as if that varied scene of dazzling splendor was the last bright flash of light to us, a farewell to time and things. That strange vista, the horrid sounds, and fearful earth tremblings were mysterious, varying, and deceptive, but were as impressive in their splendor as were the awe-inspiring movements of the earth-shaking forces. It was truly a scene in nature that was grand, gloomy, and peculiar. Many minutes passed before the water in the lake and the atmosphere in the crater became quiet; then I noticed that the water in the lake had risen in waves only about one foot high, and that the atmosphere appeared to have no more mist than before the earthquake.

I then saw, on reflection, quite clearly, the causes of the deceptive appearances during earthquakes, especially of the deceptive appearances while in the volcano's crater during the movements of the waves of force of a severe seismic disturbance. The reflection and refraction of the undulations of force, light, heat, and sound from the walls of the crater, the surface of the lake of water, and the waterfalls, into the atmosphere charged with much dust, were too rapid for human senses to follow, and were very confusing to any person who would attempt to retain in memory any apparent event. The fact is that the atmosphere is so disturbed, so confused and entangled, as it were, by the numerous rapid inflections and refractions of the waves of light, sound, and force in almost every direction, during a severe earthquake, that no one is correctly impressed by what he feels or sees or hears during the few moments of vigorous shaking and jarring of the earth and its atmosphere. They see only that everything is in confusion and entangled in strange disorder. And it is only at rare intervals, even with persons of several years of careful observation in regions where seismic disturbances are frequent, to have an opportunity at the time of a severe earthquake to note distinctly some of the different mixed-up conditions into which the waves of light, heat, force, and sound are thrown, and to get a comparatively clear idea of what is occurring.

We hastened out of the deep crater to the surface of the surrounding country. The earthquake had caused other masses of earth to slide from the side of the crater across the path, which caused us an hour's hard work to remove enough to permit our mules and ourselves to ascend the steep pathway along the margin of deep ravines to the rim of the crater. As we slowly ascended, and when out of all danger as we then supposed, we discussed the dangerous events thru which we had passed while in the crater. But to our surprise we saw from the shattered roofs and walls of houses caused by the earthquake that had disturbed us, that the action of the force was far more severe at the earth's surface than it had been far down where we had gone into the crater. The further we rode that afternoon along the line of greatest disturbance of that severe earthquake, the more deeply was I impressed with the fact that seismic forces dissipate rapidly and become weak, even harmless, in tunnels, in chambers, in mines, and in shafts deep-seated beneath the earth's surface, or in the atmosphere when one is only a few feet distant above the earth; whereas at the earth's surface they are of destructive force.

I am of the opinion, in view of the foregoing, that a tunnel of dimensions sufficient for large ocean steamers to pass thru, in the Isthmus of Darien, would not be unsafe for ships or passengers or crew, if, during the transit, a severe earthquake occurred at that locality. The subject of an Isthmian Canal across Darien was once seriously discussed in the United States Senate, and was objected to because

of the supposed danger to ships in transit thru the five-mile-long tunnel necessary thru the mountain while an earthquake was passing, or near that locality. This objection was made in the face of the fact that earthquakes are fully as numerous and as serious on the Isthmus of Panama or Nicaragua as at Darien, and that the Darien route has natural, land-locked harbors of deep water at its Atlantic and Pacific terminations; the other routes have not natural harbors worthy to be compared to those at Darien. The cost of completing a forty-foot deep canal across Darien would be much less than across either of the other canal routes on the American Isthmus, the only objection being that a wide, deep, five-mile-long tunnel is necessary in a ship canal across Darien. Is not a deep, rock-covered tunnel preferable to a three-hundred and fifty feet deep open cut of seven or eight miles length in the Panama route? I believe that a tidewater canal can be made at Panama. I wish to show that a tunnel is as safe for ships, if not safer, than an equally long, deep, and wide open cut, during earthquakes.

The effect on the roofs and walls of houses and on persons, of the strong earthquake we had felt when in the deep volcanic crater, and of other similar strong seismic forces during that series, compared with their effect in the crater, became more evident and impressive that afternoon, as we examined broken roofs and cracked or destroyed walls of houses, and disabled persons. When we visited a large cemetery late in the afternoon of a full day of varied incidents, we found numerous evidences that caused me to be convinced that the force so very disturbing or destructive at the earth's surface became weak and dispersed a few feet from where it entered the atmosphere, whether that entry was at the earth's surface or in a subterranean chamber or tunnel located at depths of several feet beneath the surface of the earth.

We had heard that day "that the devil or some of his angelic or human employes, had disarranged and turned sacred images of saints and angels, in the cemetery, from facing the east to facing in other directions," and "had thrown from their pedestals to the ground, but without breaking them, several figures of sculptured marble of children, also of grown persons, who, during their earthly existence had been noted for their deeds of charity." We were also informed that somehow it would be dangerous and bad luck to us if we touched the displaced figures before priests had performed some exorcising ceremonies, and then had the figures replaced to their original positions. Numerous fleecy clouds caused the vista to be dim and dull as we rode thru a broken part of the wall into the enclosure. The numerous figures and groups of figures were interesting, altho it was so near night that we at first entered to examine hurriedly only a few of them. They proved so attractive, however, that we spent several hours in the bright moonlight of that night, studying the figures and effects of the waves of force of earthquakes on the parts of the figures. The marble was sculptured in good style, by Italian sculptors. Each figure was in parts; body, head, arms, legs, hands, feet, attached part to part by cement, and the entire figure was or had been cemented to a pedestal. The cement used was not good; it became dry and loose, until some parts of a figure or a group of figures were held in place by their weight; consequently the jolting and oscillating movements of the earth had caused loosely attached parts of a figure to face in a different way from that at which it had been placed originally, just as the oscillating moving of a lower brick in a pile of bricks causes the upper brick of the pile to change its position and face differently. Therefore, we found that but few of the figures had all their parts in their proper facing position, tho the parts of the large-sized, tall monuments were in place.

Quebec Methods of Teaching French.

By H. K. CURTIS, Director of French, Montreal.

The French language is the mother-tongue of something like seven-eights of the school children of the Province of Quebec. This fact limits the application of my statement concerning the methods employed here in teaching French to English-speaking pupils. It may also serve to give some notion of the environment both as affecting the work of instruction, and more particularly as determining the needs, or the supposed needs, of the pupils, for whatever may be the private opinion of the schoolmaster as to the respective value of vocational and educational studies, he will scarcely escape the compelling influence of public opinion in a community where business and professional men, almost without exception, find it not only convenient, but necessary, to possess a working acquaintance with the French language.

We may also eliminate from this inquiry an additional five per cent. of the school children of the Province, English-speaking Roman Catholics who attend either French, or French and English Roman Catholic schools. These pupils form an exceptional class enjoying peculiar advantages, inasmuch as French is often wholly, or in part, the language of their teachers and of their associates.

Confining our observations to the smaller section of our dual system, the Protestant schools of the Province, we note that French is an optional subject in the elementary grades and is not generally taken except in the larger centers of population. It is obligatory in the intermediate or model school grades and in the higher or academy grades, covering together a period of six years. If the time devoted to this study is somewhat longer than in American schools, it should be remembered that the plan of reducing the number of studies to four or five at a time, and pursuing these studies for a shorter period, has not been adopted here, which means that our students, while studying French for a greater number of years, have constantly on the curriculum a larger number of rival studies.

THE "NATURAL" METHOD.

Altho the partial failure of the classical methods as applied to the teaching of modern languages is generally conceded, the problems confronting the advocates of the New, or Direct, or Natural method, as it is variously called, like the admirable principles of Democratic government, are rather hard to carry out till the people concerned come to possess the necessary qualifications. One of the things, for instance, which the new method demands, is that from the first the language studied shall be the medium of communication between the teacher and the pupils, that the new words and expressions acquired from day to day shall be associated directly in the pupils' memories with the ideas they represent. This is a radical proposition, which means that the teacher must be able to speak the language and that he must possess, thru special training, or special aptitude, skill to suggest his meaning without translation, to command attention, to develop interest, and finally to lead the pupils to express with the enthusiasm which attends the exercise of a new-found faculty, a limited but ever-increasing circle of their own ideas, determined and controlled by the guiding mind of the teacher. It is not an easy matter to find a number of such teachers in any community where the tongue-paralyzing processes of the classical method have been in vogue.

We have not been able to meet this exacting requirement of the new method without serious and

prolonged effort. The Protestant school board of this city found it necessary at first to establish teachers' classes for instruction in French and in the principles of the new method, while large numbers of individual teachers voluntarily undertook courses of private study in order to acquire the necessary command of the spoken tongue. The school board also appointed a special officer to supervise and direct the class-room work, but unfortunately this officer, as in the case of pioneers, generally found it necessary to learn a great many things himself before he was qualified to administer wise counsel and inspiring suggestions. We have also had the indispensable advantage of the co-operation of our Provincial Normal School, where admirable courses in French and in the art of teaching French have been provided for our teachers-in-training. Among the recent graduates of the Normal School are to be found a considerable number of teachers who have themselves studied French in the schools of Montreal since the adoption of the direct method, and it is one of the most encouraging evidences of the success of our efforts that these teachers are found to possess a better mastery of the French language that the earlier graduates of the same institution, or the teachers who come to us from any other source whatever.

We cannot boast that we have fully solved the difficult problem of a constant supply of skilful teachers for this special work, but it is something to be able to say that for fifteen years the French work in our schools has been conducted almost entirely in French, not by specialists but by the regular class teachers, that the efficiency of the teaching staff, as well as the results obtained, have steadily improved, and that, guided by the experience of the past, we now look forward to more complete development along the lines laid down under the more favorable conditions which are about to be established in our midst.

EXPERIENCE OF EUROPEAN AND AMERICAN TEACHERS.

It is somewhat to our discredit that we have not kept in very close touch with the movement in Europe corresponding to our own. We now find, by comparing the results achieved, that we have something to learn from our transatlantic confreres in several particulars, while in other respects it seems to us that we have been able to attain quite as satisfactory results. Our teachers are not, for instance, sufficiently trained in the application of physiological phonetics to the pronunciation of French, a subject which has made marked advances in recent years, but we are now taking steps to remedy this oversight under the skilful guidance of Dr. Walter, of McGill University.

I do not know to what extent a serious effort has been made in the United States to train the teachers of modern languages in the use of the direct method. I suspect that early in the history of the movement, lacking the incentive of an urgent need, and disheartened by the comparative failure of untrained teachers working with unsuitable courses of study, American teachers abandoned the attempt and gave their chief attention to translation and grammatical study, tho the methods employed were considerably influenced by the principles of the reformers. This may have been the wisest course to pursue at the time and under the circumstances, but I venture to think that American teachers, gathering inspiration from the success of their

European confreres, and profiting by the results of their experience, will sooner or later find it expedient to make still further modifications of their methods along the lines laid down by the reformers.

COURSE OF STUDY AND SUBJECT MATTER.

Another essential requirement of the new method is a suitable course of study, quite different from the traditional first French book. Since translation is discarded in the earlier stages, it follows that material must be chosen for the course which, to a great extent, can be interpreted to the pupils by reference to objects and pictures, by means of gesture, and presently by easy definition. The subject-matter of the course must also have a close relation to the daily life of the child, varying according to age and local conditions, for one of the chief objects in view is to lead the pupil to express the facts of his own experience, not merely to repeat mechanically the forms of speech addressed to him. So the teacher must anticipate what the pupil would like to say, must furnish him with the necessary vocabulary and constructions, and then, by carefully considered questions, lead him to exercise his own creative faculties and express his own thoughts and feelings. If this is done skilfully it is sure to awaken interest, reaching, at times, a fine enthusiasm, and notwithstanding the contrary opinion of some critics it cannot fail to cultivate the mental faculties; first, the attention, since the teacher must stand before his pupils like a musical director before an alert, responsive orchestra, guiding, controlling, inspiring; secondly, in a moderate degree the logical faculties, since the questions call for complete and precise answers; thirdly, the memory, for grammatical rules and paradigms are memorized as in other methods; fourthly, thru constant drill in oral and written composition the constructive faculties of the mind which, in my opinion, are too much disregarded in the usual program of school studies.

The combined efforts of a number of practical teachers of this city have resulted in the production of a workable course of study covering a period of nine years. The plan followed in the earlier parts was to make the oral lesson the basis of the course and to provide in a separate teachers' manual an outline of the oral work, in the course of which the pupils learn the meaning and practice, the use of a constantly increasing vocabulary. In order to give permanency to the impressions produced, reading and grammar lessons, based on the oral lessons, are then studied from a separate text-book. The principles of grammar are introduced gradually, as they are found useful and are restated in systematic arrangement during the latter part of the course. It has not been found necessary to print the grammatical rules in English, tho it is considered admissible to make use of English in explaining an abstract principle or in clearing up the meaning of a difficult passage. We think that this plan by which ample assistance is provided for the teacher is perhaps the only one which would have succeeded where the work must be undertaken by teachers who are not specialists, and where the personnel of the teaching staff is constantly changing.

TEXT-BOOKS.

European text-books, of which there are a great number, differ somewhat from ours, especially with regard to the fuller use of the phonetic transcript and in an effort to familiarize the student with French life thru the subject-matter of the French course. In both of these respects we realize that we have something to learn, while in the matter of subordinating the specially written text to the oral lesson, and amplifying the teachers' notes there-

on, there is a tendency in the more recent European text-books towards the plan which we have adopted.

Quite a notable activity has been shown in this matter during the last few years in Great Britain, where most of the great publishing houses have issued one or more reform text-books.

I do not know that any new method text-books have been published in the United States for a number of years, tho the influence of reform principles is clearly seen in the more recent publications. I think it not unlikely, in view of recent developments, that the valuable report of the Committee of Twelve when it is next revised, will be more favorable to the new movement and that, as in England, a community similarly situated as regards the utility of modern languages, a renewed effort will presently be made to modify still further the existing courses of modern language-study as well as the methods of instruction.

CONCLUSIONS.

When estimating what has been accomplished here and elsewhere in this matter of new method courses, it must be remembered that pioneer work has always to be brought to the test of experiment and is subject to revision and amendment. The best that can be accomplished in this matter has certainly not been achieved. The movement now awaits the fuller co-operation of American teachers, whose good sense and zeal and practical ingenuity have become proverbial the world over.

I should like to admit, in conclusion, that nothing approaching completeness of finality can be claimed for the work which I have attempted to describe. It is work which is only possible where favorable conditions exist; it has not been attempted in many of our rural schools, nor is it likely to be till a greater number of trained teachers are available for the purpose. Our little contribution to the solution of the modern language puzzle may be described as an experiment limited in its application to something like two hundred classes. Within these narrow limits it has wrought no miracles. Yet we feel that we have found firm ground to rest our feet upon, that we have already affected a considerable improvement, fully recognized by teachers and by school authorities, and that now we have only to struggle manfully with the grave shortcomings which we already recognize to ensure a healthy progress in the direction of those fine achievements which the imagination pictures, and which we shall never quite attain.

Language Study in China.

Consul-General J. W. Ragsdale, of Tientsin, furnishes the following interesting news from Chinese newspapers as showing the modern development of China:

The retiring Tartar general of Kirin, Central Manchuria, has memorialized the Throne in regard to the establishment of a foreign-language school at Kirin for training Chinese students to learn foreign languages and literature for Government appointment, in future. The proposed school is to be divided into five classes, namely, English, French, German, Russian, and Japanese, while the number of students for each class is to be limited to twenty men, who are to be between eighteen and twenty-five years of age and descendants of respectable families. The teachers are to be engaged from the five countries named, thru the medium of the Chinese ministers at London, Paris, Berlin, St. Petersburg, and Tokio, respectively, after imperial sanction has been received by the memorialists. The annual expenditure for the maintenance of this school is to be about 50,000 taels. (Tael, eighty cents.)

Language Learning.

"Schliemann's prescription" is a quick method of acquiring at least a reading knowledge of other tongues, and it is less fully appreciated than it should be in the very places where it could be of greatest use, say Wellspring. There are, all over the country, homes where one or two of the family have had, at some time or other, a pleasant and broadening and refreshing acquaintance with German or French, or perhaps even Italian or Spanish. The difficulty has been to "keep up" that acquaintance; and a chance to bring a fresh, lively, outside interest into the home life is lost.

Doctor Schliemann's method was simply this: He was too busy unearthing the nine buried cities of old Troy town to have much time left for hard work with grammars and dictionaries. So he did without them largely. He learned by reading, and by reading rapidly as one reads in English, depending upon habit and familiarity with the words to make their meanings clear to him. He is to-day almost as famous for the many foreign languages he was able to read as he is for his archaeological discoveries.

The "five-minute doses" of this "prescription" amount to this. Take five minutes a day for reading, say, German. Just read it. Don't think you are unscholarly because you haven't time to "look

up" some new word. Words have a way of teaching words. Reading a little each day will keep in training your word memory, and will fasten new words in your mind. Get your eyes, and your ears, too, accustomed to the once unfamiliar words and phrases. Let the wits sharpen themselves on guessing at a meaning here and there. Don't be discouraged; the vital point is to have faith in this prescription. It has been tried, and it works.

All at once, where you could only read a few sentences in your five minutes, you will find yourself reading a page, two pages, three. The sense of whole phrases will seem to jump out at you without need of clumsy dictionaries.

For many tired, overburdened, or shut-in people just such an outside inspiration as this is of extraordinary value. It is not necessary to stop with the language begun at school—far from it. Both Italian and Spanish are easily learned by one's self, so far as reading goes, and they are the prettiest pastimes for one who has even a slight knowledge of Latin and French.

Even the best translations lose some of the charm of the original, and reading at first hand has a sufficient reward for the trouble or costs. As a "hobby," that indefinite thing which so many nowadays claim to be necessary to happiness, it ranks very high.

Better is a sentence a day where gain is, than a chapter a month and discouragement therewith.

The Woman Wage Earner.

ANNA STEESE RICHARDSON, in September *Woman's Home Companion*.

The woman wage earner is to-day the nation's most serious sociological problem, its most insidious menace. From the ranks of these women, future statesmen, law makers, and law breakers will spring, and millions of future mothers are being trained for the pitiless warfare of wage earners rather than for the gentler but more potent art of home making.

When the editor of the *Woman's Home Companion* commissioned me to write this series of articles, I turned first to a clergyman of national fame for confirmation or refutation of my theory that the woman wage earner had attained the dignity of a sociological problem.

"My dear madam," said the clergyman blandly, "I think this bugaboo of women in business and their influence on our national life should be laid. Really, there is nothing in it! The vast majority of women continue to marry and manage households just as their mothers did before them. The American home life remains intact."

"You have a woman secretary?" I suggested.

"Ah, yes," he replied, tapping his eyeglass on his thumb nail reflectively. "But this is an exceptional case—and very sad. Daughter of an old parishioner who died suddenly, leaving his affairs in very bad shape. This girl is helping to support her mother and sisters."

"And she receives the same salary as her predecessor, a young man?"

"Precisely! Why not? She is fully as capable."

"And therefore must have been trained for her work as a stenographer. What sort of education is she giving her sisters?"

He did not know. We made inquiries. One is preparing to be a bookkeeper. The other is already at work in a fashionable millinery shop.

"Well, well," remarked the clergyman. "I am sadly disappointed. I thought the girls were going to college or something of that sort."

It is an institutional church, and the next question was:

"Your parish visitor is a woman?"

"Oh, certainly. A college graduate, especially trained for the work; but that is quite different. She is deeply interested in charities—"

"On a salary of twelve hundred a year?"

"Well, you understand there is much routine work, accounts, books, and all that sort of thing. A woman must be trained; she must have more than ordinary intelligence."

"In other words, she must be a thoro business woman, as well as a church member, and give her undivided attention to her duties."

"Precisely. She is an exceptional young woman."

Is she? Can it be possible that the reverend gentleman does not know that all over the United States, in offices, shops, and stores, are other intelligent young women similarly trained as dependable business machines? This girl is not the exception, but the rule.

"And your guild for girls?"

"Flourishing excellently, under the direction of one of our deaconesses. You really ought to drop in some evening."

I accepted the invitation—to learn that the guild has a membership of over one hundred girls, stenographers, typewriters, bookkeepers, illustrators, saleswomen, students of art and music. The majority of these girls have drifted to New York from other cities or towns in search of work or instruction. Only a few live with their parents or have any real home life.

And yet the clergyman did not consider that these young strangers within his gates presented a sociological problem worthy of the attention of Church and State!

In Greater New York alone half a million girls and women are partly or wholly self-supporting. Half a million women, or one-fifth the population, are under business and not domestic influences.

Progress and Efficiency Should Govern the Administration of the Public Schools.

[Extracts from a remarkable address by Pres. A. S. Lindemann, of the Milwaukee Board of Education.]

The school board of 1905-07, marks a distinct and notable era in the administration of our schools.

Following the success of some other American cities in modernizing their school government, the act of 1905 was passed, which wrought important changes in Milwaukee, by giving the school board control of all business of the schools and freeing the system from the influence of special interests and local politics. The members of this board had to bear the brunt of the battle in reorganizing the school system under the new law. Unfortunately, thru a technicality, the legislation creating this board was declared unconstitutional. But the re-enactment of the new law by the last Legislature in the form of the Poss bill is indeed gratifying, since it practically assures the permanence of the good work already accomplished.

Let it further be borne in mind that this school legislation blazed the way in securing for this city certain wholesome changes in the methods of administration recognized as desirable and advocated by the friends of good school government thruout the nation. These changes are mainly as follows: First, representation and election at large instead of by wards; second, smaller, compact administrative bodies, economizing time and saving energy, gaining thereby in directive power; and third, the centralizing of authority in salaried school department heads who can be held responsible for positive results.

All these three material advantages in American municipal administration have been embodied by the Legislature of 1907 in new laws affecting the organization of our common council, the board of supervisors of Milwaukee County, and the board of public works in this city. The changes are accepted as salutary measures and press and people express hopes for the best results.

The law of 1905, creating this board was not a piece of experimental legislation; it was a definite forward movement in the evolution of our school administration.

HOW THE SCHOOL BOARD CONDUCTS ITS BUSINESS.

The school board law of two years ago has been very imperfectly understood by many of our citizens, owing to the fact that but few realize the magnitude of the business of the school system. Many persons have more or less intimate knowledge of private corporation management and unconsciously draw comparisons between the method of carrying on the municipal business and the method of carrying on the business of private corporations, the hasty verdict often being to the disadvantage of bodies doing public business.

The comparison, to be fair, must take into consideration that a private corporation is managed by a board of directors with practically absolute authority and a free hand in doing their business, while the common council and the school board, as well as other public bodies, are restricted in their acts by statute, charter, rules, and precedents, and cannot proceed until various necessary steps have been taken, and after the fullest deliberation.

The business of a municipality is far wider in scope and effects more persons and more interests than does that of a private corporation, and the limitations placed upon public legislative and administrative bodies are numerous. It is of course, of first importance that all public functions should

be properly limited; and out of years of experience and thru the wisdom of generations in law-making, the people's interests are thus safe-guarded.

Constant progress is going on in every field of human endeavor, and the affairs of school government are not being neglected. The school law by which this board was created was in keeping with the tendency to proceed toward better municipal government. It marked a step forward in the way of wise, sound, and beneficent school legislation.

The citizens of a large municipality cannot be completely and correctly informed on all matters of school administration. They must inevitably place their trust in and their reliance upon the good judgment and integrity of members of the school board, who are charged with the duty of administering the schools.

This board has at all times referred all important matters and administrative measures first to its various committees, where they were thoroly discussed by members of the committee, other members of the board, and the board's officers. Such meetings were public, and were open to all citizens who cared to attend except when the committee on appointments was considering the selection of teachers or when the qualifications and character of teachers were being investigated. Such inquiry or investigation should be conducted in executive session. Many citizens have, on different occasions, attended committee meetings. The board meetings have always been open to the public. Here committee reports are taken under consideration, and action taken on them. All proceedings of the board are published in a printed record. That such records, both of the meetings of the committees and of the board are kept in correct form, was shown in the litigation brought against this board in connection with a change in text-books. The proceedings in the case were based upon action taken by a committee of the board. But the record of the committee in question, as well as those of the board, showed that both had acted in accordance with the law and within the limits of statutory requirement. But of our proceedings only a meager part ever reaches the general public thru the press, and usually in a form not sufficiently comprehensive for the average citizen to form a correct judgment.

OPPOSITION FROM BENEFICIARIES UNDER OLD REGIME.

Strong opposition sometimes develops against the board from sources which illustrate the obstacles which school board members must surmount in attempting to make progress in the schools. When such improvements are undertaken, opposition may not unreasonably be expected to develop from persons whose business or personal interests are affected. This has always been the experience in all attempts at salutary changes in public affairs. The principal opposition of this sort against the board was aroused because it decided to discontinue the use of out-of-date readers which had been unsatisfactory to teachers and principals for many years.

Anyone who has given the management of American schools any attention knows the dangers which not infrequently threaten the best interests of the schools thru the machinations of large school-book publishing houses. Common school text-books are printed in enormous editions, and are produced at

comparatively low cost, so that at even the moderate selling prices which prevail, the companies which publish them make large profits. Contracts or "adoptions" in large communities are especially valuable on account of the volume of business secured and the competition between companies for the business is very keen. In order to protect their business interests these companies often interest themselves in local and State politics, hoping thus to influence members of boards of education. The partisan press is invoked to print misleading news items. Inspired editorials sometimes condemn acts of the board which are resorted to in the attempt to enjoin the board from discontinuing undesirable books.

The technical defect in the Milwaukee school law in all probability would never have been tested in court but for the fact that a certain great business interest was affected. Had the board left in the schools the readers which were not known to be used by any school system in any important city, there is no reason to suppose that there would have been any injunction or any appeal to the courts on the question of the constitutionality of the school law. If the termination of our office as school directors is the price which must be paid for ridding the system of some of its inferior books, we may leave the office gratified that by paying the price we have been able to advance the interests of the school children of the city.

INEFFICIENT SCHOOL EMPLOYEES.

Inefficiency is sure to find its way into or to develop in any service. When this occurs it must be eliminated. This is both a difficult and unpleasant task, but it is a duty that cannot be evaded if we are to be faithful to our trust. The inviolable principle, in all matters pertaining to school management, must be, "The child's welfare is the highest law."

To tolerate a person, however deficient, who holds a position as teacher or principal, is an easy and popular thing to do. To make changes is always hard, and requires more moral courage than many persons are able to muster. The retention of incompetent persons in public positions because the responsible employers lack the moral fiber necessary to remove them, is a common fault in all public bodies. On the other hand, the removal of persons on account of ill-will or prejudice, or by other unworthy motive, altho often charged by persons affected and by their friends, is of very rare occurrence. There is absolutely nothing to be gained by members, thru such action, except the ill-will and the condemnation of the person affected, and his friends. The natural conclusion drawn by the public as to changes made by the board might very naturally be that the members, having full facts before them, had acted for the best interests of the schools and the pupils. Yet how few teachers or principals ever failed of re-election who were not, according to their own judgment and that of their relatives and personal friends, leaders in the profession and the victims of a designing and unscrupulous superintendent or of injustice and harshness on the part of the members of the board.

Everyone agrees, as an abstract proposition, that the persons chosen by the board to teach in our schools should be required to attain and maintain a high standard; but any attempt to enforce that standard in concrete instances, brings down upon the heads of the school officials the wrath of a considerable portion of the public for the benefit of whose children the school authorities have acted. It is a regrettable fact that many citizens of standing in the community have signed petitions for the retention of a person in the school service for no other reason than to get rid of the canvasser. Such

instances demonstrate that there are citizens of influence who do not realize that they have a personal responsibility for the success of the schools. It shows, too, how meaningless and valueless are petitions of this character and how little weight such petitions are entitled to have when presented to boards for consideration.

That conditions of this sort are not confined to Milwaukee, but that school boards everywhere are confronted with these unpleasant duties, a reading of the educational journals of the country makes very clear.

POLICY OF THE BOARD.

A board consisting of well known and respected residents representing the best types of our citizenship, untrammled by local influences and free from political domination, could naturally be expected to pursue a conservative, yet fearless, policy in carrying out its work. The records of the past two years are filled with reports which are the result of exhaustive deliberation and careful study of the conditions surrounding our schools, carried on for the purpose of making them more efficient educational factors. The committees and board have for this purpose gathered information from every source—from all classes of citizens, from business and professional men, from teachers and educators, and has at all times welcomed fair-minded, sincere suggestions and criticisms. The problem of making our schools more efficient must be the leading motive in the activity of the city's Board of Education.

MODERN EDUCATIONAL PROBLEMS.

Considerable misunderstanding prevails in general as to the conditions surrounding the school training of children in our day, and many misapprehensions exist as to the real possibilities of making such training more successful. The father oftentimes compares the school conditions of his own boyhood days with those of his children, and overlooks the fact that conditions were then radically different from what they are now. He thinks of the manual labor he performed and the limited school facilities he enjoyed as hardships. He considers the better school facilities of our day as a great advantage in favor of his children's development. This father, however, fails to appreciate that the complex conditions surrounding the family and city life to-day so hem in and limit the boy that opportunities for manual work and for developing independence and resourcefulness are often entirely cut out. How can a youth develop into a practical, self-reliant man, when he is deprived of that actual training in practical work which must begin in early years and continue collaterally with his school work during the formative period of his character, in order to develop him into a well-balanced, practical man? The boy of a generation ago was indeed blessed when he worked out of school time with his father at some handicraft or other practical task. Besides giving him practical skill, it developed his physical makeup. Both of these are vital factors in making his after life a success.

DIFFICULT ADJUSTMENTS.

These two most vital inheritances are cut off from the education of the modern city boy. Altho these deficiencies are realized more and more, it will take many years before these needs are properly provided for. While society in general, the business office, the shop, the home, should be held responsible for the shortcoming in developing the boy in dexterity and in physical effectiveness, the burden of providing a remedy falls principally upon the schools. Gymnastics and manual training are included in our curriculum to meet these necessi-

ties as far as the school can do so. But this manual and physical instruction in the class-room should only be expected to give wise direction and arouse interest for the child's activity along these most important lines outside of school.

Many similar problems of the greatest importance might be cited to show the difficulties in adjusting school education to existing conditions. Years of experience will be necessary to adapt the schools more accurately to the conditions of modern society. Honest differences of opinion as to methods and measures must and should prevail to bring forth these results, which will ultimately crown the educator's work with success. It would aid greatly if the press would give more space to the discussion of educational problems, plans, and methods, as shown in our proceedings and in the reports of the committee and its officers.

HOW THE PRESS CAN HELP.

Only by more complete exposition in the daily press can we really bring the school and its methods close to the people. Is it asking too much of our newspapers that they give at all times, for the benefit of the schools and welfare of the children, reports rather complete in detail and unbiased in tenor, of the important school business transacted?

Considerable opportunity for useful service by the newspapers also exists in the discussion of news enterprises undertaken by the schools and new departures made in school organization or methods.

The Milwaukee School of Trades has just passed under the control of the school board of this city. This marks the first occasion in America in which a school is conducted entirely as a part of the public school system.

Within a short time past, important changes have been made in the course of study for the grades below the high school. Important changes have

also been made in the high school courses of study, changes calculated to bring them more into harmony with the needs of the day, and to make the high schools more useful to the people of the city. These and other changes and departures furnish an opportunity for the press of the city, by discussing impartially the various enterprises and changes, to give the general public an intelligent understanding of the plans and doings of the schools. The chief need of the schools and of the school officials is that the people for whom they do the business of the schools should understand what they propose to do, and what the schools are really doing.

IRRESPONSIBLE CRITICISM.

When men of character and breadth of view have been selected to manage the schools, the disposition of the public is to trust and rely on their ability to administer properly this most important of public interests. If at any time unsuitable men get into responsible places, remove them at the next election. But no man is more truly the enemy of the schools than he who is constantly trying to discredit the school officials, or to prejudice the people against those whose duty it is, for the time being, to run the schools. Under its present school law, or under any good school law, the Milwaukee public schools can best be advanced by working up a general interest in the schools and in the selection of the best citizens to its board of school directors. This board, in turn, must appoint the best professional talent it can call to its service to administer its department of instruction, its department of buildings, and its department of business management. Such officers, under our law and by the rules, should be given initiative and freedom, in their work, within clearly defined limits; their acts, of course, to be subject to the approval of the committees and of the board itself.

Synopsis of the New Illinois State Pension Law.

APPLICABLE TO TEACHERS IN CITIES HAVING A POPULATION EXCEEDING 100,000.

SECTION 2. BOARD OF TRUSTEES.

1. Consists of nine members: two elected from and by the Board of Education, six elected from and by the teachers, who are contributors, and the secretary of the Board of Education, *ex-officio*.

2. Term of office for board members, one year; for teachers, three years.

SECTION 5. PAYMENTS.

Five dollars per year for the first five years.
Ten dollars per year for the second five years.
Fifteen dollars per year for the third five years.
Thirty dollars per year for each year of service thereafter.

SECTION 6. PROVISIONS FOR RE-ENTERING.

1. Must return before January 1, 1908.
2. Must pay all sums withdrawn, with interest at four per cent. per annum.
3. Must pay all that would have been paid in, had member not withdrawn, with interest at four per cent. per annum, if credit for past service is desired.

SECTION 7.

Teachers who have not been contributors to the pension fund, and are now in the employ of the Board of Education, may become contributors to and beneficiaries of said fund, under the provisions of Section 6.

SECTION 8.

Teachers may count past service, provided they pay into the fund a sum equal to that which they would have contributed under the provisions of this act, for such years of service, with interest at four per cent. per annum up to the time when such persons shall become entitled to the benefit.

SECTION 9. TIME OF RETIRING.

1. When any person shall have taught for a period of twenty-five years.
2. When any person shall have taught fifteen years, and shall be declared to be suffering from a permanent disability, provided that in either case three-fifths of the term of service shall have been within said city.

SECTION 10. ANNUITIES.

1. After twenty-five years of service may receive \$400.
2. For permanent disability, such proportion of \$400 as the sum contributed bears to \$450.

SECTION 11.

1. Annuitants under former law may receive pensions ranging from four-fifths to five-fifths of pensions paid under this Act, dependent upon time of service.
2. Must pay thirty dollars per annum, to be deducted from annuity, until an aggregate contribution of \$450 shall have been paid.

Public Opinion Concerning Education

As Reflected in the Newspapers.

Our Children and Our Teaching.

[*Saturday Evening Post.*]

Sixteen million pupils are enrolled in the public schools, and the country spends about three hundred million dollars a year to educate them. Most people will agree that this is our most important interest.

The National Educational Association recently held its annual convention—a continental congress of school teachers—at Los Angeles. The press reports of this convention are mostly quite perfunctory—mere enumeration of the titles of papers and names of officers selected. We doubt if any other meeting at all comparable with this one in national importance could pass with so little reporting. And, in so far as the dispatches reflect the proceedings, we find considerably more time devoted to the troubles of the teachers than to those of the pupils.

In the main, we look at statistics of enrollment, attendance and literacy, and take our public school system for granted. There is even an impression that to criticise it is anti-social and injurious. That the system is very defective, however, most candid experts agree. The great fault is that it consists, in no small degree, in merely storing waste lumber in the pupil's mind. He is made to learn, by rote, many things that are a bore and useless to him.

The distinguished president of Clark University pleads for an attractive, vitalized, enlightening study of the globe upon which we live. "It will be as different," he says, "from our geographies as a living serpent, the symbol of wisdom, is from a sausage."

Borrow your boys geography and look it over. You will find endless, dreary catalogs of disjointed facts, utterly without form or sequence, topography, ethnology, navigation, horticulture, politics, industry, all jumbled together on the same page. There is no story, no evolution, nothing to build. The pupil counts one pile of bricks, passes to the next, and counts that.

The adolescent boy or girl flames with new life, opens a million sensitive facets to impression—and is told to sit down and memorize the boundaries of all the States in the Union. As against the myriad live impressions that throng his brain, what chance has this dead brick-counting to hold a place? None whatever. He forgets it the next day.

The Point in Education.

[*Northampton (Mass.) Gazette.*]

Commencement the land over has come and gone once more. Baccalaureate sermons, addresses to graduates, alumni banquets, have all furnished the perennial opportunity to mark progress once again in our educational development, to enunciate the educational ideals which are growing clearer every year to all interested in education as well as to the experts.

Never, perhaps, has there been a more impressive array of commencement speakers. Never have words of more significance been uttered. And all of them, with but one or two exceptions, were worthy of the speakers and the year.

Dr. Crothers early struck the keynote in his Smith College address when he said that a liberal education is intended in Milton's phrase, to fit young people to "deal justly, skilfully, and magnanimously" with all questions, and that the net product, to be really worth while, must be made up of creators and not critics.

The president of Smith College has so often emphasized the real issue in the education of young women, and has had his theory so successfully vindicated in the upbuilding of Smith College, that it was with some surprise that readers of commencement addresses found the president of another woman's college farther south unsexing the college woman and acquitting her of all responsibility as a woman to the race in the following words, spoken in a distant city:

"I searched not only the Bible, but all other books I could get for light on the woman question. Longfellow and Tennyson and Mrs. Browning were the favorite poets of my extreme youth. I read Milton with rage and indignation. Even as a child I knew him for the woman-hater he was. The splendor of Shakespeare was obscured to me then by the lack of intellectual power in his greatest women characters. Even now, it seems to me, that only Isabella, in "Measure for Measure," thinks profoundly and weighs her actions greatly, like a Hamlet or a Brutus. Bernhardt is reported to have said that Shakespeare had not a woman character worthy of her acting—and she is right in this sense. The women characters of Thackeray and Dickens filled me with despair, and even now they seem to me enough to fill any intelligent woman with despair. They are saturated with unreason. Jane Austen's, Charlotte Bronte's, and George Eliot's "Women," were, of course, infinitely better, but they were, one and all, too conventional, or too sentimental, or too self-sacrificing women to seem to me to be the kind who would wish to go to college, and they were, all of them, in love with some man."

For if there is one thing about which the men and women who to-day make public opinion for us agree in respect to the college education of women it is that college is to make women more independent and discriminating in the selection of a husband, but is in no respect to qualify her capacity to love and give herself at love's command to the right man. If the time should ever come that college education makes against marriage, nature which has no interest to conserve except the perpetuation and improvement of the race, will speedily have done with colleges for women.

The same note of social efficiency for men has been sounded this commencement time. As President Woodrow Wilson hinted at Harvard, not what men want, but what they need is the trend of thinking now about the passing of the man. Our Western universities have perhaps realized this a little earlier than our Eastern institutions, and are working toward it with more speed because they are less hampered by tradition.

President James, of the University of Illinois, which has developed in fifteen years from a faculty of thirty-five and a student body of 418, to a faculty of 350 and a student enrollment of 3,725, puts the ideal in the simplest terms. He says the business of the University to-day is "the very highest and most careful training of youth for all the various callings for which a long scientific training based on adequate preparatory work is valuable or necessary." In pursuance of this ideal he would have the dozen or more larger State universities become great civil service academies to prepare men and women for the work of government in locality, State, and nation. He would make the State university the scientific arm of the State government, as the governor is the executive arm and the judges the judicial arm. "Every State is to-day," he says, "under-

taking functions for the proper performance of which careful and long-continued scientific investigations are necessary—investigations requiring the existence of large and well-equipped laboratories with permanent staffs of scientific men. All such work should be entrusted to the University, and in proportion as it does this work will it develop more and more into a great scientific department of the State administration."

The old ideal of liberal culture, for which Harvard and other older institutions stand, will never pass. It is, and ever is to be, a constant in the higher training of the race. "Knowing the best the world has thought and said," as Matthew Arnold puts it, will always be an unchanging element in education. But we are giving it far wider scope to-day. We are now making it include something more than belles lettres, something even more than theoretic science. Mr. Jones, of the Moseley commission, voiced the new demand when he described the University of Wisconsin as knitting together the professions and labors; making the fine arts and the anvil one.

Kuno Fisher.

[H. W. Stevens, in the *Boston Herald*.]

Prof. Kuno Fisher, who has just died at Heidelberg, Germany, has been the subject of more stories by Americans coming home from student life abroad than all the other professors in Europe combined. His personality was of the sort that anecdotes easily cling to. Men of vaster achievements, his contemporaries Helmholtz, Frauenhofer, and Bunsen, were not as notable figures in the student life of the last days of the 80's.

Professor Fisher's lectures were delivered in the largest room in the university. Long before quarter of ten the stout benches were crowded and the walls lined with students, townspeople, and officers from the garrison. The salary of the professor was slight, but each attendant at the lectures was supposed to pay the professor ten marks (\$2.50) for the semester. Although the hall was always crowded, most of the townsmen, officers, and even the students withheld their \$2.50, thinking to escape in the crowd. The striking discrepancy between the number of eager faces before him and the small financial returns must have often occurred to the professor, for frequently he would begin his lectures not by his usual pungent sentences that characterized Spinoza or Kant in a sentence, but by talking of his difficulty in paying the butcher and berating the townspeople who were drinking in his sonorous sentences, but would not pay their reckoning.

Undoubtedly, nowhere else in the world but in such a German university town could you see townspeople, not men of the learned professions, but shopkeepers, wine merchants, boot and shoe dealers and others, stealing away from their business to listen to Kuno Fisher's fiery lectures on philosophical subjects. To be sure, Kuno Fisher had the faculty, like Professor James, of Harvard, of speaking clearly, forcibly, and picturesquely on the most complex subjects.

As soon as the university clock began striking the quarter, Fisher came slowly from a little anteroom, head erect, even-faced as at some solemn function. Then every man in the big auditorium began to stamp in a tumultuous crescendo of applause, the dust obscuring professor and audience, till he had mounted the steps of the rostrum, when, from a perfect bedlam, the noise suddenly ceased, as the familiar introduction, "Meine Herrn," settled every one back on his uncomfortable bench for three-quarters of an hour of verbal fireworks such as were never heard from any American lecture room.

Now and then I used to meet Fisher on the Kaiser Strasse, which extends into the country. With

a soft white hat stuck jauntily upon his head, he was talking to himself, stopping every now and then as if to address imaginary audiences, grave as Don Quixote. The people who lived along this street all knew him and peered wonderingly out under the blinds as he passed, and probably pitied such uneasy souls as have no rest for their brains, but must lecture in the class-room and in the streets and fields, and blessed themselves that heaven did not make them learned and crazy.

As a young man Kuno Fisher came to Heidelberg as *privat dozent*, and such a swarm of students flocked to hear him that, the story goes, the other professors grew so jealous of his popularity they had him despatched out of town. He went to Jena, where he lectured till 1872, then returned to his old place at Heidelberg, and again the other professors must speak to empty benches. His vanity made him known to all the Heidelberg common people. I remember asking my barber if he knew Kuno Fisher, and he told the following anecdote: At an assembly Fisher, speaking of himself, as usual, referred to his son, and added, "Ah, he is only a very ordinary boy, but my two daughters have inherited a spark of my genius!" In the restaurant on the so-called Philosophen Hoh, a fine road, half way up the side of the mountain, All Saints, stood in my time a marble bust of Plato, next to him Seneca, and next that old wise one was a marble bust of Kuno Fisher.

The fashion of polishing off an American degree with a semester or two at Heidelberg has gone by even in twenty years, but Americans who studied in Germany in the 80's will easily remember Kuno Fisher, his theatrical air, his love of applause, and prodigious learning crystallized in a second in short, brilliant sentences.

Agricultural Schools.

[Springfield (Mass.) *Union*.]

The Massachusetts Commission on Industrial Education speaks a word in behalf of agricultural schools. It finds a demand in various parts of the State for elementary agricultural schools, which shall be devoted to specialized work, object-lessons, and such practical courses as have a direct bearing on farm life for both boys and girls, and suggests that the regular course of such schools prepare students for the Massachusetts Agricultural College. It suggests that winter courses could be given profitably in connection with industrial schools. Since the commission takes this view of the situation it ought to be favorably disposed toward the plan of locating one of the State industrial schools in Northampton, where funds for an agricultural school are available under the Oliver Smith will. Uniting the two objects, this school ought to be the means of great good, and it is to be hoped that no obstacles, legal or otherwise, will prevent the carrying out of the plan to augment its income by getting an allowance from the State, under the law already passed.

Philadelphia Salary Inequalities.

[Philadelphia *Press*.]

Inequality in teachers' salaries is a crying injustice. There is no possible reason why the grossly unjust disparity between manual training school and high school teachers should continue. Neither is there any reason why principal or teacher in the Girls' Commercial High should not get as much as those holding the posts and subjects in the Girls' High.

These are all relics of old jealousies, and a policy of repression, restriction, and a niggardly recognition of the new education.

Your step has lost elasticity because your blood has lost vitality, which Hood's Sarsaparilla will restore.

The Educational Outlook.

In Reading, Pa., 129 teachers will benefit by the new State law which requires that holders of provisional certificates be paid a minimum of forty dollars per month, and holders of professional certificates, fifty dollars. The increases amount from two dollars to fourteen dollars a month. A pension fund is to be established next year.

Eureka, Cal., has decided to join the procession and raise the salary of its teachers. The teachers of the first, second, third, fourth, and fifth grades, will receive \$720 per year; the teachers of the sixth and seventh grades will receive \$780 per year, the teachers of the eighth grade will receive \$840 per year. The salaries of the principals of the Franklin, Jefferson, Washington, Lafayette, and Marshall schools were raised from \$900 to \$1,020 per year.

An advance for Denver teachers is practically assured. Two members of the Board of Education alone oppose the new salary schedules. There appears to be considerable opposition to Superintendent Greenlee. Some members have come out openly with the statement that they wish to put the present assistant superintendent, C. E. Chadsey, in his place.

B. O. Skinner has been elected superintendent of the schools of Athens, Ohio. Mr. Skinner is a graduate of the University of Chicago, and has been teaching at Streator, Ill. The engagement is for two years at a salary of \$1,500.

State Superintendent Schaeffer, of Pennsylvania, speaking in Mankato, Minn., before the students of the summer normal, said that the schools need happy teachers. Superintendents could assist in rendering the teachers happy by restraining from making unnecessary criticism, and by giving compliments when due.

President Eliot, of Harvard, and secretary Oscar S. Straus, are announced as speakers at the convention of the American Social Science Association, which will meet at Buffalo, N. Y., September 11 to 14. The opening address will be delivered by the president, John H. Finley, of the College of the City of New York.

Indianapolis estimates the cost of its schools for the next twelvemonth at \$1,271,720. This is \$211,309 more than was spent during the year ending July 1, 1907. The difference is in a large measure accounted for by proposed improvements to grounds and buildings, the added cost of manual training, and the increase in teachers' salaries.

E. B. Raymond has been elected president of the re-organized Board of Education, of Schenectady, N. Y. He is a new member, but his election was unanimous. There is a strong feeling in favor of the reinstatement of Superintendent Freeman.

An interesting experiment, says the Springfield *Republican*, to be made by the London Education Committee, is an open-air school in Bostall woods, Plumstead, for anemic or otherwise unhealthy children. The pupils are to be taken out by trolley, and as they stay thru the day, luncheon will be given them at noon. Parents are expected to contribute according to their means toward these incidental expenses. Life in the fresh air during school hours ought certainly to do something toward counteracting the poisons of the London fog.

The University of Pennsylvania has had a most successful summer school. Every State of the Union, as well as a large number of foreign countries, were

represented. It is interesting to note that the course in psychology and a price higher than the lowest price at which it is furnished to any other State.

The sample volumes sent with bids must be preserved as standards with which to compare later supplies of the books, to prevent any deterioration in the quality of material or workmanship.

The State Board of Education is empowered, at their discretion, to permit the school authorities of cities with special charters to retain text-books now in use when it may seem desirable.

The bill is very careful to close every channel by which influence may be brought to bear on those with whom the selection of the books lies.

The provisions are, in the main, wise but the results will depend almost entirely upon the personnel of the Board.

Young Japan.

Baron Dairoku Kikuchi, writing of Japanese schools, says:

"We do not encourage examinations. Indeed, in the primary schools and girls' schools, examinations are forbidden, and even in the higher realms of education, altho they are inevitable, they are dispensed with as far as possible. Turning to physical education, we pay great attention to it; the small children are encouraged and taught to play regular games, while for the older ones gymnasiums and military drill are the principal subjects of instruction. Girls, too, are taught drill, but not the military variety. In regard to games, attempts have been made to introduce cricket and football, but so far the only Western game that has 'caught on' is the American one of baseball.

"We attach much importance to moral teaching. From the time a child enters a lower primary school, until he leaves his middle or technical college, several hours a week are devoted to the inculcation of morals.

"In regard to such subjects as reading, writing, mathematics, geography, and so on, we follow much the same lines as American schools. We lay great stress on the study of our national history. In the middle schools English is a regular and important subject."

Playing Fair.

After the Philadelphia playgrounds had been open for a month, drill contests were held.

Calisthenic drills, marching, ring games, and singing, opened the exercises in the morning, which were witnessed by hundreds of spectators, and in the afternoon exciting contests and races were entered into by boys and girls. All the centers were like seething play-factories with the machinery at top pressure, and the output of fun at its height.

A marked improvement in the deportment of the children since the opening of the playgrounds was noticeable. Where there was scrambling and fighting for apparatus, and pandemonium let loose on July 1, there was orderly behavior with no diminution of animal spirits. Under the supervision of their teachers, the children have learned to "play fair," and to recognize their neighbors' rights. If the children can be taught at the playgrounds this one lesson of "playing fair," these recreation centers will prove as valuable as the schools themselves.

Potato and peanut races were special features of the boys' entertainment at the Landenberger School. The girls gave graceful exhibitions of calisthenic drills and played singing games.

At the Sixth and Catharine Streets playground, a special feature of the exer-

New School Book Law.

Texas' new school book law has some very wise and interesting provisions. The text-book Board, upon which the choice of books devolves, is to be composed of the Governor, State superintendent, and five teachers, one of whom must be a primary teacher, and all holders of first grade or permanent certificates, and who must have taught in the public schools of the State for the past three years. Appointments are to be made before January 1, 1908, and the period for which the books are selected is five years commencing September 1, 1908.

The Board will receive sealed bids from publishers, who are required to make affidavit "that no member of the Board is in any manner interested, directly or indirectly, in any firm or corporation submitting books for adoption." Similar affidavits are also required of the members of the Board.

The Board, in deciding upon books, is required to make their "literary merit" the main criterion, but at the same time to take into consideration the quality of material used and general format of the volume. Provision is also

cises was a display of hammocks woven by industrious children and hung about the schoolyard for the use of babies, whose mothers stow them away in safety during play hours.

Way Down in Alabama.

Alabama women are doing much to aid the schools of their State. The committee on school improvement associations, of the Alabama Federation of Women's Clubs, offers to furnish associations with lists of books suitable for school libraries, and of publishers; lists of pictures and casts, and dealers; suggestions for planting school yards, with lists of suitable trees, flowering shrubs, plants, plans for school buildings, or suggestions for improving and enlarging, or addresses of others who will supply them. They offer also to send specimen programs for literary entertainments, hints for other kinds of amusements, and suggestions for raising money.

A Normal School in Chile.

The following strange picture of life of a Chilean normal school is presented by Dario Q. Salas, in his thesis for the degree of doctor of pedagogy in New York University.

"The typical Chilean normal school is distinctively a place of hard and often unattractive work. Outside of the summer recess (January and February), there are comparatively few holidays, and these oftentimes may not be enjoyed by the students, thru punishments inflicted by the dread of inspectors on account of disorderly conduct, or by the teachers for failure in lessons.

"In the schools for men, students are allowed to go out of the school building once a week—on Sundays. Women go out only once a month, when called for by their parents or relatives.

"The normal school is a machine that runs regularly all the year round, and in the same way every year. At six o'clock the students get up, have their breakfast (coffee and bread), and make up their beds. From eight to eleven they attend recitations, at eleven a lunch is served (regular dinner in Chile), from one to five recitations are held, and at five dinner is served. From seven to nine, two study periods; at nine o'clock the students go to bed. Students go to the dining-rooms, to the class-rooms, to the dormitories, to the chapel on Sundays, marching soldier-like, under the eyes of an inspector, only too ready to reprimand a pupil or to deprive him of his next Sunday outing, if he does not take the required martial attitude, or gets out of the line, or speaks aloud in hours other than the very few that are his own.

"In the Chilean normal school no newspaper is allowed within its walls, their reading being considered a waste of time. The library, a very small one, is open only on Saturdays. There are no literary, co-operative, and often not even musical or athletic societies tolerated, on the ground that they develop conceit. Practically no social intercourse exists outside of the class, and no outside lecturers bring into the school news of the world of thoughts or of events."

Students, before entering the normal schools, which are all conducted by the national Government, must furnish a bond to teach seven years in the public schools.

L. B. Grandy, M. D., Atlanta, Ga., says: In my practice, antikamnia tablets are the remedy for headache and neuralgia, some cases yielding to them which had heretofore resisted everything else. I usually begin with two tablets and then give one tablet every hour until relief is obtained. A refreshing sleep is often produced. There are no disagreeable after-effects.

In and About New York City.

The auditing department is at present at work upon the school budget for next year. It seems likely that it will exceed that of the present year by from \$5,000,000 to \$6,000,000. If the increase is so great, it is feared by many members of the Board of Education that the Board of Estimate will not grant the \$2,800,000 desired to put the revised salary schedule into effect. In the event of less than this sum being available, the tentative revised salary schedules will have to be modified in order to keep within the appropriation.

The Interborough Women Teachers Association is preparing to renew its "equal pay" campaign. The Executive Committee realizes that the proposed raising of the initial salary for women from \$600 to \$720 will take away one of the most effective arguments used by them before the Legislature. The slight change made in the annual advance, from forty dollars to forty-eight dollars, and the small extra compensation for teaching boys' classes they believe will be their best weapons for carrying on the fight.

Elementary Men Protest.

Men teachers, and principals in the elementary schools are strongly opposed to the Board's proposed salary revision.

Under the proposed revision increases have not been granted to any men in the elementary schools, altho they have been granted to men high school teachers and to all teachers in the evening schools and recreation centers and vacation schools and playgrounds.

The men point out that they stood by the Board in its efforts to have the revision of salaries left in its hands, and not arranged by the Legislature. They claim that it was promised at that time that they should be included in any increase.

Plenty of Teachers.

Last year New York had great difficulty in getting sufficient teachers. The eligible list was exhausted again and again. The new eligible list of teachers, made up as a result of the June examinations, is the largest in the history of the Board of Education, numbering over seven hundred women and nearly eighty men. Usually the list numbers about five hundred. A year ago it contained the names of only 376 women. There probably will not be enough immediate vacancies to exhaust the new list.

More Playgrounds Wanted.

The local school board of District No. 2, New York City, in its semi-annual report to the Board of Education, suggests that the land under the new Manhattan bridge be used as a playground.

The Board also asks that Public School No. 144, on Allen Street, which is unsuitable for school use on account of its light being shut off by the elevated which runs in front of it, be torn down and that upon its site a two-story playground be constructed on the style of the recreation piers. This playground, it is suggested, should be used in lieu of gymsnasiums for surrounding schools not already equipped with them.

During the summer the playground could be opened as a vacation playground for the children in the neighborhood. If school accommodations are urgently needed in the immediate neighborhood, the Board suggests that the Hester Street wing of the school be retained as an annex to new Public School 65, For-

syth and Canal Streets, which will, it is expected, be opened in the fall. The gymnasium of this new school should, the Board believes, be kept open in the afternoons, with a gymnasium teacher in charge, in order to attract the boys in the afternoons for play.

The Board also recommends the erection of a gymnasium on the roof of Public School 2, on Henry Street.

Revised Salary Schedules.

The special meeting of the Board of Education, called for July 31, lacked one member for a quorum. The Executive Committee, therefore, met and instructed the Finance Committee to prepare the estimate for the 1908 budget, on a basis of the salary revisions reported by the special salary committee. This does not mean that the schedules have been adopted, but the Board of Education is committed to their adoption if the necessary funds (\$3,000,000) are appropriated by the Board of Estimate.

The following are the chief recommendations of the special committee on salaries:

An increase of \$120 in the initial salary of women teachers in elementary schools. An annual increment of \$48, instead of \$40. The maximum \$1,440 reached in sixteen years (at present seventeen years is required to reach the maximum).

The higher schedule for women teachers in the last two years of the course abolished. All women teachers in grades below the graduation class will receive the same salary.

No changes in the schedules of salaries for women graduating class teachers.

An increase of \$200 to women heads of departments.

Women principals of elementary schools will receive an increase of \$500.

Extra compensation of \$84 (at present \$60) for women teachers of boys' classes. No change in extra compensation for mixed classes.

Increases proposed for all grades of teachers in high and training schools, male directors of physical training, teachers of special branches, and teachers in the evening schools, vacation schools, vacation playgrounds, and recreation centers.

Six thousand dollars per annum, instead of \$5,000 for members of the Board of Examiners.

By granting material increases to the great body of the women teachers, and refusing any increase to the men, the inequalities between the salaries of men and women will be materially reduced.

The proposed changes would require an additional expenditure of about \$2,800,000. Of this sum all but \$400,000 will go to the women teachers. About \$1,800,000 will go to women teaching in the first six years of the elementary schools, the point where higher salaries were most urgently needed.

100 Doses \$1

True only of Hood's Sarsaparilla, the one great blood purifier and general tonic. This remarkable medicine has effected many radical and permanent cures that are the wonder of the world. It eradicates all humors from pimples to scrofula.

100 Doses \$1

In usual liquid form or in chocolate tablets known as **Sarsatabs**. 100 doses \$1.

The Scrap Book.

Little Ella—"I'm never going to Holland when I grow up."
Governess—"Why not?"
"Cause our geography says it's a low, lying country."—*Life*.

Stingy.

"I have nothing but praise for our new minister."
"Yes, so it seemed when the plate went around."

Respect at Last.

"Briefleigh is, I think, one of the greatest lawyers in this State."
"Why, I heard you say once that you didn't consider him any good."

"Oh, that was several years ago. He used to give me pointers on legal matters without charging me anything, merely because we happened to have offices adjoining each other. Recently he has been charging me a stiff price every time I have gone to him for a word of advice."—*Chicago Record-Herald*.

Two Miles a Minute.

Twomilesaminute
Geehowwefly!
Swiftasameteor
Streakingthesky.

Whatisthatblur?
Onlythetrees,
Lookatthemwave.
Mywhatabreeze!

Ahonkandarush,
Aflashandasml—
Whatdidwehit?
Didsomebodyyell?

Ajarandascream—
Itlookedlikeahorse;
Notellingnow,
Keptotheourse.

Outoftheroad!
Giveusashow!
Twomilesaminute,
Geehowwego!—*Newark News*.

The Near-Nature School.

Have you conned o'er "The Yawp of the Wild"?—
Jack Liverpool's latest hit?
For misinformation, 'tis said,
This novel is surely "it."
Have you read "The Club-Footed Stag,"
By the great Mr. Driveler-Drool?
He follows a game that brings easy fame
In the somewhere-near-nature school.

Don't bother to gather the facts,
When you're writing an animal yarn;
Make your grizzles talk, if you will,
And your bobcats, when dying, say
"darn!"
Make your rabbits with long, flowing tails,
Throw aside astronomical rule;
Be a law to yourself and you'll rake in
the pelf
In the somewhere-near-nature school.

Of the ways of the animal kind
What matter if knowledge you lack?
You can study at long, long range
From a workshop in Hackensack;
Let the old-time hunters say "Bah!"
And scoff, "Tis the work of a fool!"
Tho all laws you're defying there's money in lying
In the somewhere-near-nature school.
—*Denver Republican*.

Invention of Forks Celebrated.

From France's festive metropolis comes by cable the announcement of the impending celebration there of the 600th anniversary of the "invention" of the table fork, alleged to have been first used on the banks of the Seine by Duke John of Brittany in 1307. It seems particularly fitting that the principal observance of the solemnity should take place in Paris, the city renowned above all others in the world for its cult of the art of gastronomy, says the *Chicago Tribune*. The anniversary will excite the sympathetic interest particularly of people, who, like myself, have resided in the Orient, where forks are an unknown luxury, and where one is compelled to either waste much precious time in maneuvering with chopsticks or else to depend on fingers that are not always immaculate. In many parts of Asia, the native host, when anxious to pay particular honor to a guest, grabs a piece of meat from the dish, and, after kneading it with his gravy-smeared digits until it has assumed the shape of an enlarged pill, thrusts it into the mouth of the person in question. Even the most savory roast lamb is apt to lose its taste when treated in this fashion, and after an extended course of Oriental hospitality the white man develops an almost insane longing for a fork, and learns to appreciate for the first time the value of that to us so commonplace table utensil and its incomparable superiority not only to chopsticks but also to dusky-hued fingers.

That the table fork should be virtually unknown, and at any rate unused in the Orient is the more strange when it is borne in mind that it originally comes from Constantinople. Long before the fork made its appearance in France, it was in use at Venice, where it had been introduced in 1095, on the occasion of the wedding of Don Pietro Oricola Argilo, son of the doge of Venice, to a princess of the imperial house of Byzance. People at Venice were astonished at the marriage feast to see the bride make use of a small gold fork for conveying the food from her plate to her mouth, instead of spoons and fingers. The bridegroom was so delighted with the idea that he at once had a whole stock of gold forks made for his own use and for that of his relatives, and before many months were passed, there was not a patrician in Venice who did not employ a fork at his meals.

The use of the fork spread slowly thru Italy and over the remainder of Europe. It was not until some two hundred years afterward that it was introduced into France by Duke John of Brittany. But it does not seem to have met with any particularly favorable reception, and in an official list of the French sovereign's gold and silver plate, compiled in 1379 and which is preserved to this day in the Bibliotheque Nationale in Paris, there are only a few forks mentioned, and they are set down therein not as articles of use but as oriental bric-a-brac from the Levant.

Possibly this odd delay in the general adoption of the fork for table use was due to the opposition manifested thereto by the Roman Catholic Church. From the twelfth until the sixteenth century the papacy frowned upon the fork, and strictly forbade its use by the clergy, and in all ecclesiastical establishments, such as monasteries, convents, and seminaries. Perhaps the circumstance that it came from Constantinople, that is to say, that it originated with those Christian schismatics of the Orient whom Rome held in abhorrence, prejudiced the papacy against the table fork. Nor

was it until at the beginning of the seventeenth century, that is to say, about the time of the settlement of Jamestown, which is being commemorated this spring, that the ban on the use of forks in convents and monasteries was finally removed.

How little forks were known in England in the days of Queen Elizabeth and of Shakespeare is apparent from the following passage contained in Ben Jonson's play, "The Devil's an Ass," produced for the first time in 1616. Says Meercraft: "Have I deserved this from you? For all my pains at court to get you? For all my pains at court to get you? For all my pains at court to get you? For all my pains at court to get you?"

Gilthead: "For what?"

Meercraft: "Upon my project of the forks."

Giltmead: "Forks? What be they?"

Meercraft: "The laudable use of forks brought into custom here, as they are in Italy, to the sparing of napkins."

As for Scotland, forks were even still later in becoming known among the people. For Dr. Johnson, the great lexicographer, in writing of the highlanders of the Jacobite insurrection period, states that the men were "accustomed to cut the meat into small mouthfuls for the women, who put them into their mouths with their fingers."

If the more enlightened of the Orientals such as, for instance, the Japanese and Chinese, men of birth and breeding who have received a portion, at any rate, of their education abroad, continue to prefer their chopsticks to our table forks, and manifest a prejudice against the latter, it is due to a couple of reasons which are worthy of our consideration. In the first place, they insist that contact of metal, no matter whether it be gold, silver, or steel, injuriously affects the taste, not alone of fruits, but likewise of meats and fish. We all of us know how different an apple munched whole tastes from one which has been sliced and peeled by a knife, no matter what the metal.

There are probably few of my readers who have ever tasted meat which has not been pierced by a fork or cut with the knife of a butcher, cook, or carver. But, in view of the number of American tourists who now visit Egypt and Turkey every winter, I would suggest to some of them to cause their dragoman to have the traditional Oriental "chavermah" prepared for them when out picnicking. It is lamb roasted whole in its hide by means of heated pebbles. The interior of the animal is stuffed full of rice, currants, and all kinds of highly flavored aromatic, and at the same time delicate herbs. The dish is served uncarved, and those who partake of it are expected to use their fingers in plucking bits of meat from the roast. Thus eaten, it is the most succulent dish which it is possible to imagine, and furnishes a convincing demonstration of the extent to which the taste of meat is injuriously affected by the use of knives and forks.

With regard to the plea of cleanliness, the Chinese and Japanese are manifestly right in claiming a superiority for their chopsticks over our forks. Their rich are apt to carry about with them, chopsticks made of ivory. But even in the humblest tea house the host would never dream of setting before his guests wooden chopsticks that had ever been used before. In fact, the pair of chopsticks will form part of the same piece of wood when laid before the guest who, splitting them asunder, has thus an assurance that they are entirely new. It is difficult to dream of any such guarantee of cleanliness in the case of forks, and in hotels and restaurants especially, the speed which is exacted in rinsing them and in preparing them afresh for use precludes the idea of their being carefully cleansed. In fact, Japanese traveling abroad and staying at hotels may

**NORMAL COLLEGE OF THE
NORTH AMERICAN GYMNASTIC UNION**

Indianapolis, Indiana

Superseding the Normal School of Gymnastics of the N. A. G. U., the oldest institution for the education of teachers of physical training in America.



Mr. Carl J. Kroh, Professor of the Teaching of Physical Training in the College of Education of the University of Chicago, will be President of the Normal College. Courses are open only to high school graduates who are physically sound and well-formed. Courses lead to certification title, and degrees, as follows: One-year course, certificate of teacher of physical training for elementary schools; two-year course, title of Graduate in Gymnastics (G. G.); four-year course, degree of Bachelor of Science in Gymnastics (B. S. G.); graduate courses, degree of Master of Science in Gymnastics (M. S. G.). College year begins Sept. 19. For illustrated catalog for 1907-1908, address

NORMAL COLLEGE N.A.G.U.
Lock Box 167, Indianapolis, Indiana

EIMER & AMEND

205-211 Third Ave., New York

Manufacturers and Importers of
**Chemicals, Chemical Apparatus,
Physical Apparatus, Scientific Instruments.**

Everything needed in the Laboratory.
Glass blowing done on the premises.
Metalware Manufacturing Department in the House.

NEW YORK UNIVERSITY

Summer School

University Heights, New York City
Thirteenth Year, July first to August ninth, 1907

Ninety-seven courses are offered covering a wide field of pedagogical subjects and all departments of collegiate work.

The work is planned for teachers desiring to secure collegiate degrees and for those wishing to obtain the highest professional training in some special department.

For full information, address:

JAMES E. LOUGH, Director,
Washington Square, New York City

frequently be observed quietly, unobtrusively, yet conscientiously passing the edge of their table napkin between the prongs of their fork before using it to convey any food from their plate to their mouth.

Experience.

Experience teaches nothing more forcibly than it teaches this: If you get tired easily, if you are upset by trifles, if your appetite is poor, your sleep broken, the best thing you can do is to take Hood's Sarsaparilla.

Experience recommends this medicine in this superlative way—what better recommendation could it have?

Such of our readers as are not being benefited by their vacation should not delay taking this tonic.

How Bees Refuted the Scientists.

Maeterlinck thinks it is man's vanity which causes him to doubt the proofs of intelligence in flowers and the lesser animal creatures. He relates in *Harper's Magazine* an incident to prove the intelligence of bees. Two English entomologists declared that they would admit the reasoning faculties of bees when it was proved that bees had ever "had the idea of substituting clay or mortar for wax and propolis." Just at this time another naturalist, Andrew Knight, made a cement of wax and turpentine and with it coated the bark of trees. The bees at once used this new and unknown building material, which they found already prepared, and ceased gathering propolis altogether—thus proving that they not only had a new idea but acted upon it.

There are thirteen States with arbitrary free text-book laws and many States with optional laws. There are between thirty and forty million free text-books in use in the United States. One State, last year, used over one and three-quarter millions of the Holden Book Covers and several States with optional laws used over one-half a million, so it is easily seen that quite a proportion of the free text-books of the United States are thus protected.

The increased economy produced enables School Boards to use more Supplementary Readers, school apparatus, and other aids to educational work.

Rest and Health for Mother and Child.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. It SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

Girls' Skin Troubles.

Two Sisters Had Eczema of Head—Another Needed a Tonic—They Found Prompt Relief and Now

PRAISE CUTICURA REMEDIES

"I must give much praise to all the Cuticura Remedies. I used but one cake of Cuticura Soap and one box of Cuticura Ointment, as that was all that was required to cure my disease. I was very much troubled with eczema of the head, and a friend of mine told me to use the Cuticura Remedies, which I did, and am glad to say that they cured my eczema entirely. Since then we have always kept the soap on hand at all times. My sister was also cured of eczema of the head by using the Cuticura Remedies. Another sister has used Cuticura Resolvent and Pills and thinks they are a splendid tonic. I cannot say exactly how long I suffered, but I think about six months. Miss Edith Hammer, R. F. D. No. 6, Morrison, Ill., Oct. 3, 1906."

JUST PUBLISHED

Memory Gems

For School and Home

By W. H. WILLIAMS

The compiler of this volume has been a principal of schools in Kansas City, Mo., for twenty-three years. During that time his custom has been to have the pupils memorize fine quotations. This book is the result of the collection of such material as Mr. Williams and his corps of teachers have made and used in the various grades. The selections are arranged under headings such as Honesty, Self Control, Care, Dutch Maxims, etc. These again are arranged alphabetically, as Ability, Accident, Achievement, etc. It will be found an aid to teachers and pupils in the daily opening exercises of school, in Memorial Day celebrations, class day rehearsals and all sorts of literary exercises. It is unquestionably one of the very best compilations of the sort published.

12mo. Cloth. 50 cents net

A. S. Barnes & Co.

NEW YORK

TRY HAND SAPOLIO. Its steady use will keep the hands of any busy woman as white and pretty as if she was under the constant care of a manicure. It is truly the "Dainty Woman's Friend."

Reasons for THE SONG PRIMER

Children like to do things with their hands. The Song Primer gives each child material to "play with,"—notes to follow with their fingers; measures to cover up, measures that are alike in form; words to follow. Observation work done from the board with only one representation of the song for the whole room, precludes this kind of activity.

Children in the first and second grades do not easily *see* the notes, especially their likenesses and differences. Board representation can be seen; but observation done with it lacks the individual quality—and therefore interest—which the Primer supplies.

In every other study the child is given his own material with which to work. The Primer is the first to do this for the first and second grades in music. Every child can do what the teacher asks at the same time—a wonderful stride forward in the large class, where the teacher finds the problem of securing individual work a great one.

And the Primer is a time-saver. Many teachers are still singing the scale or using some worn-out technical drills because they haven't *time* to put a song on the board for observation. The Primer removes that necessity by giving each child a book.

The correlation with reading is an obvious point in its favor, especially when one considers the pages for observation in reading where the words to be touched by the child come on the accent in the song which he is singing.

Observation work done with the Primer means that the children learn easily—and unconsciously—what used to be taught them only by infinite labor,—and then at a loss of the spontaneity which with the Primer is retained.

The TEACHER'S BOOK

This book for teachers contains all of the twenty-five study songs of the Primer and their accompaniments, and twenty-five additional rote songs selected from the best work of the greatest song writers. These fifty songs make the best collection of rote songs published for the lower grades.

The work is based upon the study of likenesses and differences. It is the method of comparison and contrast. The musical phrase is the basis of all music study, and intervals are studied and sung as they occur in the literature of music, which is the song.

PRICES: The Song Primer, price to schools	:	:	:	30 cents
The Teacher's Book	:	:	:	\$1.00

CORRESPONDENCE SOLICITED

A. S. BARNES & COMPANY, NEW YORK